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1918/19

# UPPER IOWA UNIVERSITY

## Bulletin

### College Catalogue

Volume XXI

MAY, 1919

Number 3

1918-1919



FAYETTE, IOWA

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PUBLISHED BY THE UPPER IOWA UNIVERSITY AND  
ENTERED AT THE POST OFFICE AT FAYETTE, IOWA  
AS SECOND CLASS MAIL MATTER

# Summer School of NORTHEASTERN IOWA *at the* Upper Iowa University FAYETTE, IOWA

June 16, to August 23, 1919

## I. STANDARDS.

Accredited by the State Department of Public Instruction, because we meet all the requirements of the law governing **Certificate Courses**.

## II. COURSES.

1. **Twelve Weeks' Normal Training Course**, including Didactics, Agriculture, Domestic Science, Manual Training.

2. **Review Courses**. There will be daily classes thru-out the entire session in all the subjects required for **First Grade, Second Grade, and Third Grade Uniform County Certificates**.

3. **Rural Teachers' Course**. This course will include **Rural Demonstration Classes** taught by one of the most successful rural demonstration teachers in Iowa.

4. **Courses in Instrumental Music**.

5. **Primary Teachers' Course**. Work of the **First Three Years**. Methods of Teaching Special Subjects.

6. **Courses for Grade and High School Teachers**.

7. **College Courses** in Education, Psychology, School Administration, English, Chemistry, Physics, History, Botany, Biology, Zoology, Geology, Economics, Sociology, French, Latin, Mathematics, Spanish.

## III. TIME.

First Term, June 16 to July 19.

Second Term, July 21 to August 23.

Six days' session per week. Twelve weeks' credit in ten weeks.

## IV. FACULTY.

A carefully selected Faculty of experienced teachers—leaders in their special subjects.

## V. ADVANTAGES.

1. Twelve hours of **College Credit** in ten weeks.

2. Expenses very moderate.

3. Twelve weeks of **Normal Training** in ten weeks.

4. Regular examinations for **Uniform County Certificates** in June and July.

5. Three points on salary for attending Summer School.

6. Opportunity to review any of the common branches.

7. Academic work that will count on college entrance.

Summer School Bulletin sent on application to

PRES. C. P. COLEGROVE, Director of Summer School  
FAYETTE, IOWA

# Upper Iowa University

FAYETTE, IOWA

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Volume XXI

MAY, 1919

Number 3

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## ANNUAL CATALOGUE

1918-1919



SIXTY-THIRD YEAR

1919

CALENDAR

1920

1919

## JANUARY

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## FEBRUARY

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Commencement, 1919—June 7-12.

Summer Session, 1919—June 16 to August 23.

First Semester, 1919—September 16.

Christmas Vacation, 1919-20—December 20 to January 6.

First Semester ends, 1920—January 30.

Second Semester begins, 1920—February 2.

Easter Recess, 1920—March 27 to April 5.

Commencement, 1920—June 10.

Summer Session, 1920—June 14 to August 16.

# College Events

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## COMMENCEMENT WEEK—1919

JUNE 7,	Saturday,	Commencement of the School of Oratory	8:00 P.M.
JUNE 8,	Sunday,	Baccalaureate Day Address	10:30 A.M.
JUNE 8,	Sunday,	Annual College Sermon	8:00 P.M.
JUNE 9,	Monday,	Commencement of School of Music	8:00 P.M.
JUNE 10,	Tuesday,	Meeting of the Board of Trustees	10:30 A.M.
		Annual Meeting of Alumni Association	10:30 A.M.
		Annual Meeting of L. P. A.	2:30 P.M.
		Reception of the Literary Societies	4:00 P.M.
		President's Dinner to Board of Trustees	5:30 P.M.
		L. P. A. Lecture	8:00 P.M.
JUNE 11,	Wednesday,	Alumni Breakfast	8:00 A.M.
		Class Day Exercises	10:00 A.M.
		College Luncheon	1:00 P.M.
		Inter-Class Contest	4:00 P.M.
		Alumni Lecture	8:00 P.M.
		Senior Hour	9:00 P.M.
JUNE 12,	Thursday,	Sixty-Third Annual Commencement	10:30 A.M.
		Base Ball Game	2:30 P.M.
		Informal Reception— President's Home	4:00 P.M.
		Senior Class Play	8:00 P.M.

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## SUMMER SESSION, JUNE 16 to AUGUST 23

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## Sixty-Fourth Academic Year

1919

SEPTEMBER 16, Tuesday,	Enrollment Day.
SEPTEMBER 17, Wednesday,	Recitations begin.
SEPTEMBER 19, Friday,	Joint Y. M. C. A. and Y. W. C. A. Re- ception.



OCTOBER 10, Friday,	Freshman and Sophomore Contest.
NOVEMBER 21-23	Annual Home Coming and First Convocation Service.
NOVEMBER	Meeting of the Board of Trustees.
NOVEMBER 27,	Thanksgiving Day; a holiday.
DECEMBER 11,	Fawcett Oratorical Prize Contest.
DECEMBER 20,	Christmas Recess begins.
1920	
JANUARY 6, Tuesday,	College Work resumes.
FEBRUARY 2, Monday,	Enrollment for Second Semester.
FEBRUARY 3, Tuesday,	Recitations begin.
FEBRUARY	Day of Prayer for Colleges.
FEBRUARY 22,	Washington's Birthday.
MARCH 27,	Easter Recess begins.
APRIL 5,	Easter Recess ends.
APRIL	Campus Day.
MAY 30,	Memorial Day; afternoon half-holiday.
JUNE 10,	Sixty-fourth Annual Commencement.
JUNE 14 to Aug 21,	Summer Session.

# Board of Trustees

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President.....	N. A. MERSHON
Vice-President.....	R. O. WOODARD
Secretary.....	C. R. CARPENTER
Treasurer.....	H. F. BEYER
Assistant Treasurer.....	J. W. DICKMAN

## MEMBER EX OFFICIO:

CHAUNCEY P. COLEGROVE, President of the College

## Honorary Member:

MRS. WILLIAM LARRABEE, Sr., Clermont

## TERM EXPIRES IN 1919

HENRY L. ADAMS, A.M., LL.B.....	Des Moines
JOHN JAMISON .....	Oelwein
CHRISTIAN MILLER, Sr. ....	Clermont
HENRY F. KLING, Sc.D. ....	Chicago, Ill.
EARL FERRIS, A.B. ....	Hampton
G. M. BIGELOW, A.B., A.M.....	New Hampton
W. G. CROWDER, D.D. ....	Marshalltown
E. H. HOYT, Ph.B.....	Des Moines
W. F. SPRY, D.D. ....	Waterloo
F. X. MILLER, D.D. ....	Waterloo
A. T. NIERLING .....	Waukon
L. L. CARR, M.D. ....	Clermont
A. T. BISHOP, D.D. ....	Perry

## TERM EXPIRES IN 1920

H. W. COOK, B.S., A.M., LL.B.....	Chicago, Ill.
H. F. ARNOLD, A.M., LL.B.....	Manchester
C. R. CARPENTER .....	Fayette
J. E. WAGNER, D.D.....	Newton Center, Mass.
J. D. PARKER, A.M., M.D.....	Fayette
C. C. WOLF.....	Parkersburg
R. B. RAINES.....	Independence
F. E. FINCH, B.S.....	Fayette
A. B. CURRAN, D.D.....	Fayette
D. B. ALLEN.....	Arlington
COL. J. W. BOPP, LL.B.....	West Union
F. W. KLAUS .....	Colesburg
MRS. ELMA A. HOYT.....	Fayette
HON. T. E. TAYLOR, D.D.....	Independence

## TERM EXPIRES IN 1921

QUINTUS C. BABCOCK, LL.D.	Fayette
HENRY F. BEYER	Edgewood
HENRY C. CURTIS	Long Beach, Calif.
N. A. MERSHON, D.D.	Fayette
HON. W. I. ATKINSON, LL.B.	Waterloo
MILO R. MALTBIE, A.M., Ph.D.	New York City
F. W. COURT, D.D.	Waterloo
W. F. BAKER, A.M.	Decorah
E. M. SHERMAN	Charles City
R. O. WOODARD	West Union
J. W. BISSELL, D.D., LL.D.	Waterloo
O. W. STEVENSON, A.M., LL.B.	Fayette
FRED HOLBERT	Greeley

## COMMITTEES OF THE BOARD

## ENDOWMENT CUSTODIANS

CHARLES G. SHADE, 1919	FRANK CAMP, 1921
W. F. BAKER, 1920	GRANT M. BIGELOW, 1922
QUINTUS C. BABCOCK, 1923	

## EXECUTIVE COMMITTEE

CHRISTIAN MILLER, Sr., (Chairman)	N. A. MERSHON
CHAS. R. CARPENTER (Sec'y.)	HENRY F. BEYER
R. O. WOODWARD	J. W. BOPP
JOHN W. DICKMAN	FRED E. FINCH

## FINANCE COMMITTEE

J. W. BOPP (Chairman)	D. B. ALLEN
A. B. CURRAN	CHRISTIAN MILLER
JOHN W. DICKMAN	O. W. STEVENSON
R. O. WOODARD	F. E. FINCH

## AUDITING COMMITTEE

E. M. SHERMAN	W. F. BAKER	A. T. NIERLING
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## COMMITTEE ON DEGREES

J. W. BISSELL	F. W. COURT	H. F. KLING
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## COMMITTEE ON NOMINATIONS

R. O. WOODARD (Chairman)	E. M. SHERMAN
F. W. COURT	R. B. RAINES
J. W. BISSELL	



**FACULTY COMMITTEE**

R. O. WOODARD (Chairman)  
N. A. MERSHON

MRS. ELMA A. HOYT  
F. W. COURT

L. L. CARR

**COMMITTEE ON ATHLETICS**

R. O. WOODARD

**COMMITTEE ON BUILDINGS AND GROUNDS**

J. W. DICKMAN

J. D. PARKER

C. R. CARPENTER

**COMMITTEE ON MINUTES OF EXECUTIVE COMMITTEE**

O. W. STEVENSON

**BILLS COMMITTEE**

C. R. CARPENTER

J. D. PARKER

F. E. FINCH

**MEMBERS OF CONFERENCE ADVISORY BOARD**

N. A. MERSHON

A. B. CURRAN

R. B. RAINES

# Faculty

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CHAUNCEY P. COLEGROVE,  
President.

A.B., Upper Iowa University, 1881; Principal of Normal Department, Upper Iowa University, 1882-86; Superintendent Public Schools, Waukon, Iowa, 1886-91; Principal Nora Springs Seminary, 1891-95; A.M., University of Chicago, 1896; Professor of Psychology and Didactics, Iowa State Teachers College, 1896; Vice-President, 1907; Head of the Department of Education, 1908; Director of Extension Work, 1913-16; President Upper Iowa University, 1916.

JOHN WILLIAM BISSELL, A.M., D.D., LL.D.,  
President Emeritus.

A.B., Northwestern, 1867; LL.D., Upper Iowa University, 1906; President, Upper Iowa University, 1874-99; District Superintendent, 1904-10; Agent Conference Claimant's Commission, 1910.

JOHN WILLIAM DICKMAN,  
William Larrabee Professor of Sociology and Political Science.

Ph.B., Upper Iowa University, 1888; A.M., Cornell College, 1904; Sc.D., Illinois Wesleyan University, 1907; Post Graduate work Columbia University, 1900 and 1901; Superintendent Summer Public Schools, 1895-1898; Professor in Upper Iowa University, 1888-1894, and from 1898-1919, and Dean of the College, 1901.

BENJAMIN FRANKLIN SIMONSON,  
Professor of Mathematics and Astronomy.  
Registrar.

B.S., DePauw University; A.M., DePauw University, 1898; LL.D., Simpson College, 1909; Principal of Schools, Cardonia, Ind., Professor of Mathematics, Upper Iowa University, 1900.

CHARLES DANIEL NEFF,  
Director of School of Music.

Professor of Piano, Organ, Harmony, History and Theory.

A.B., A.M., Honor man, Franklin and Marshall College; Mus.D., Upper Iowa University; New England Conservatory of Music, Boston, for Piano, Organ, Harmony and Theory; Chairman Iowa State Board of Standardization and of Board of Examiners of State Musical Association; Former President Iowa State Musical Association and former Treasurer Iowa Chapter American Guild of Organists; Member of National Association of State Presidents and ex-Presidents, 1900.

STELLA HAAS NEFF,  
Associate Professor in Pianoforte.

Graduate School of Music, Albany, Mo.; Student of W. S. B. Mathews, Chicago Musical College, in Piano; Voice student of Bick

nell Young, American Conservatory, Chicago; Upper Iowa University, 1901.

JOHN EDWARD DORMAN,  
Director of Athletics.

B.S., Upper Iowa University, 1900; D.D.S., Georgetown University, 1904; Director of Athletics, Upper Iowa University, 1904.

ELISABETH NICHOLS,

John William and Emma Bissell Professor of English.

A.B., Middlebury College, 1900; A.M., University of Michigan, 1905; Won the graduate fellowship in English at Bryn Mawr College for 1905-06; Head of Department of English, Normal School of New Mexico, 1906-09; Instructor in English, Carleton College, 1909-11; Holder of graduate fellowship in Rhetoric at University of Michigan, second semester, 1911. Professor of English Language and Literature, Upper Iowa University, 1911.

CARL ALBERT HELMECKE,

Professor of French, German and Spanish.

Gymnasium, Braunschweig, Germany; A.B., University of Michigan, 1912; Graduate student, University of Michigan, and A.M., 1913; Student, Univeriste de D:Jen, D:Jen, France, Summer 1911; Tutor, Port Haven, Michigan, 1913, Instructor in German, Syracuse University, 1913-1915; Professor of German and French, Westminster College, Colorado, 1913; Upper Iowa University, 1915. Leave of absence 1918-19, Fellowship student University of Pennsylvania.

WILLIAM C. MONGOLD,

Professor of Psychology and Education.

A.B., Kingfisher College, 1908; Passed Rhodes Scholarship examination, 1907; Departmental positions in High Schools at McAlester, Oklahoma and Paris, Tennessee; Principal of Schools at Winnebago, Illinois, 1912-14; Superintendent of Schools, 1915-16, and Director of Summer Normal Courses, Fairview, Okla.; Scholarship student at the University of Chicago, 1910-11; A.M., the University of Chicago, 1911; Upper Iowa University, 1916.

MARGARET JAYNE COLLETT,

Director of the School of Oratory.

Graduate of Wayland Academy and of the Columbia College of Expression; A.B., Upper Iowa University, 1914; Teacher of Expression and Physical Training, Michigan Seminary, Kalamazoo, Mich.; Director of Physical Training, Y. W. C. A., Grand Rapids; Professor of Oratory, Washington State College; Upper Iowa University, 1911-12; 1916.

WALTER CROSBY VAN NESS,

Principal of Academy.

B.S., Grand River Institute; A.B., A.M., Member Phi Beta Kappa, Western Reserve University; Teacher Classical Languages, New

Lyme Institute, 1883-90; Principal High School, Ravenna, Ohio, 1890-93; Principal Denison Normal and Business College, Iowa, 1893-17; Principal Academy, U. I. U., 1917.

SAMUEL WOOD GEISER,  
Alumni Professor of Biology.  
Curator of the Museum.

A.B., Upper Iowa University, 1914; Student North Dakota State Agricultural College, 1914, and Iowa State College, 1916; Professor of Biology and Geology, Guilford College, North Carolina, 1914-16; Member of American Association for Advancement of Science, Conchological Society of Great Britain and Ireland, Malacological Society of London; National Superintendent of Zoology, American Society of Curio Collections; Upper Iowa University, 1917.

LAURA M. CONAWAY,  
Professor of Home Economics.

Student Monticello Seminary; Iowa State College, Ames, 1913-14; Graduate Home Economics, Iowa State Teachers' College, 1916; Instructor in Home Economics, Clermont Public Schools, 1916-17; Upper Iowa University, 1917.

MAY R. TROY,  
Dean of Women.

Ph.B., Upper Iowa University, 1881; A.M., Upper Iowa University, 1884; Dean of Women, Upper Iowa University, 1917.

RALPH HALL COLLIS,  
Secretary of the Faculty.

Professor of Philosophy and Religion and Acting Head of the  
Department of Latin.

A.B., Ellsworth College, 1911; S.T.B., Garrett Biblical Institute, 1914; S.T.M., Northwestern University, 1915; Scholar in Northwestern University, Department of Philosophy, 1915-16; Scholar in Harvard Divinity School, 1916-17; Absentia work in Harvard Divinity School, 1917-18; Special Jubilee Secretary for Upper Iowa University, Spring 1918; Student Field Secretary, Upper Iowa University, Summer 1918; Upper Iowa University, 1918.

CHARLES BAUMER SWANEY,  
Professor of History.

Ph.B., Iowa Wesleyan College, 1912; B.D., Garrett Biblical Institute, 1915; A.M., Northwestern University, 1915; Graduate student at Northwestern, 1915-17; Fellow in the History Department, Northwestern, 1916-17; Professor of History, Upper Iowa University, 1918.

OMAR E. LOWMAN,

A.B., Ashland College, 1914; Scholarship student at University of Chicago, 1914-15; A.M., University of Chicago, 1915; Superintendent of Public Schools, Shabbona, Ill., 1915-18; Upper Iowa University, 1918.

EMMA EDITH GRIESEL,  
Professor of Voice.

Instructor in Public School Music Graduate, Nebraska Wesleyan University, 1916; Member Phi Kappa Phi National Honor Fraternity; Upper Iowa University, 1918.

LOIS WILLIAMS DOOLITTLE,  
Romance Languages.

B.S., Coe College, 1918; Upper Iowa University, 1918.

MARJORY A. HENDÉE,  
Instructor in the Academy.

A.B., Upper Iowa University, 1915.

SARAH GILLESPIE HUFTALEN,  
Instructor in Education.

MARY FLORENCE OTLEY,  
Mechanical Drawing.

LELA CLAIRE CURRAN,  
Physical Training.

ALMA CUTLER BROWN,  
Violin.

Studied four years under Professor B. Winfred Merrill at Iowa State Teachers College and two years with Professor Andreas Moser, teacher in the Royal Academy, Berlin.

REUBEN BILLS,  
Instructor in Wind Instruments.

LYLE LEVERNE COLE,  
Journalism.

A.B., Upper Iowa University, 1896.

FRED REUSSER,  
Assistant in French and Academy.

COLLINS PAINE,  
Instructor in Chemistry.

Assistants in Chemistry,

WALTER REUSER, ADOLPH GABRIELSON, LEE OWEN HENCH.

S. A. T. C. Commanding Officers,

LIEUT. HAROLD M. BATES,

LIEUT. CLYDE A. JACK

DORA F. CARTER,  
Librarian.

EVA M. BARRETT,  
Secretary to the President.

CHARLES C. LITTELL,  
Superintendent of Buildings and Grounds.



## COMMITTEES OF THE FACULTY

---

The President is ex-officio member of all committees.

### REGISTRATION AND ENROLLMENT

SIMONSON, MONGOLD, HENDEE, VAN NESS.

### CATALOGUE AND COURSES OF STUDY

DICKMAN, NICHOLS, SIMONSON, NEFF, CONAWAY.

### PUBLIC CEREMONIES, COMMENCEMENT, AND DEGREES.

DICKMAN, SIMONSON, COLLETT, LOWMAN.

### STUDENT ORGANIZATIONS, SOCIAL LIFE, AND ENTERTAINMENT DATES

TROY, COLLETT, DICKMAN, LOWMAN, GRIESEL, COLLIS.

### STUDENT RECOMMENDATIONS AND APPOINTMENTS

MONGOLD, SIMONSON, NICHOLS.

### RELIGIOUS WORK AND CHAPEL

COLLIS, CONAWAY, SWANEY, TROY, VAN NESS.

### S. A. T. C. AND ATHLETICS

THE PRESIDENT, DORMAN, DICKMAN, SWANEY, GEISER.

### LIBRARY

CARTER, DICKMAN, SWANEY, DOOLITTLE.

### SUMMER SCHOOL

MONGOLD, VAN NESS, DICKMAN, COLLETT.

### PUBLICITY, EXTENSION WORK, AND STUDENT PUBLICATIONS

MONGOLD, GEISER, COLLETT, GRIESEL, SWANEY, NICHOLS,  
DOOLITTLE.

### REGULATIONS AND PRIVILEGES

DICKMAN, VAN NESS, TROY, CONAWAY.

### ACADEMY WORK AND STUDENTS

VAN NESS, HENDEE, HUFTALEN.

### STUDENT ADVISERS

Senior Class—

DR. B. F. SIMONSON

Sophomore Class—

DEAN J. W. DICKMAN

Junior Class—

PROFESSOR C. B. SWANEY

Freshman Class—

PROFESSOR O. E. LOWMAN

Academy Students—MARJORY A. HENDEE.

# The Functions of the Christian College

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Every great nation has had its colleges and universities, and these institutions have been a pretty accurate index to the civilization in which they flourished.

A Christian college, as I am using the term, is one that truly represents the ideals of Christian civilization, and has no reference whatever to the fact that some colleges pay their bills out of funds provided by public taxation while other colleges pay their bills by means of private endowment.

**One of the functions of all these colleges is to preserve and to perpetuate the essential elements of our civilization—namely, Christian ideals.**

Our Christian civilization is a very complex thing. Its ideals are new, but its materials and structure are largely borrowed from the past. Our science began in Egypt. Our alphabet is Phoenician. Our art and philosophy are Greek. Our laws are a blend of Roman and Teutonic. Our religion came from Abraham of Chaldea, and the Son of the Jewish Mary is our Christ.

We owe a great debt to these buried nations. Pagan as most of them were, they all contributed something of value to our civilization, and they did so largely through their colleges. Moses was skilled in all the wisdom of the Egyptians. Daniel graduated from the state university of Assyria. Aristotle took a complete course in Plato's college. Saul of Tarsus sat at the feet of Gamaliel, and all of these men have helped to build our twentieth century civilization.

Back of the modern college then are 10,000 years of human achievement. It fills its museums with the relics of antiquity. It searches old monasteries to recover some fragment of a precious parchment. It digs among the ruins of ancient temples to solve the problems of a long perished religion.

There is little in the ruins of Babylon, Athens, or Rome to reveal their former glory, but Assyria, Greece, and Rome live in the classics of our colleges. And no man is a really

safe and great leader who has not planted his feet firmly on this wisdom of the ages. For to unify, preserve, and perpetuate this heritage from the past is the first function of the college. The vital principle of every real college is that there shall be such a living contact of student mind and teacher mind that these great ideals—these great thoughts and emotions and deeds may be re-thought and re-felt and re-lived—reincarnated, as it were, in the lives of men. Russia has given the world a colossal demonstration of the fact, that no nation can break entirely with its past.

**The second function of the college is to advance civilization by pointing the way to progress.**

It is the peculiar glory of the college both to preserve and to advance civilization. These two functions are not antagonistic but supplementary. The college unites as no other institution can unite the two ideals that ever strive for mastery in the life of a people. One is the spirit of the past; the other is the spirit of the future. One is called conservatism; the other, progress. One looks ever backward; the other forward. The classics represent the one ideal; science the other. I have no sympathy with the perennial quarrel between the humanities and the sciences. There can be no ideal college where either is supreme or either is lacking. The college must emphasize both; for a real college must be both conservative and progressive, ancient and modern, cultural and practical, the voice of the past and the prophet of the future.

Our colleges create a taste for intellectual pursuits. They train men in habits of patient research. They exalt truth for truth's sake. They are today our greatest safeguard against the tremendous pressure of commercialism and materialism. They are the beacon lights of true progress.

**The third function of the college is to inspire and equip men for leadership.**

This is the most eventful and critical moment in all our history.

"We are living, we are dwelling,  
In a grand and awful time,  
In an age on ages telling.

In no other country and in no other age was there ever a greater need of strong, honest, aggressive, large-visioned leadership than here and now.

We need such leadership because here the majority rule. The history of the 18th century can be written in one word—Revolution. The general result of this revolution was to usher in the reign of democracy. That the majority shall rule is the essential principle of democracy. We are committed to that principle. If it fails, and fail it must without proper leadership, there are no alternatives but anarchy or a military despotism.

We need such leadership because, as sure as there is a God in history, this nation has a mission in the mighty struggle between autocracy and democracy. We have come into the kingdom for such a time as this.

What did it mean when that band of slaves went out of Egypt across the Red Sea, into the perils of the Wilderness, to Palestine? It meant that the Jews were to teach the world Monotheism.

What did it mean when the Greeks met the Persian hordes at Marathon and stemmed the tide of Eastern invasion? It meant that Grece was to teach the world Art and Philosophy.

What did it mean when in 1620 a "band of exiles moored their bark on the wild New England shore?" It meant that America was to teach the world Democracy.

It is America's mission to vindicate the oneness of humanity, to teach the brotherhood of man, to separate church and state, to inaugurate the reign of universal education, to preserve the New World to free institutions, and to free the old world from a brutal autocracy and a shameless diplomacy. And if we as a nation prove traitor to our trust, God will thrust us out and put a better people in our place.

But all this demands leadership, and this leadership must come from the colleges. Democracy must have intelligent leaders—leaders too big for petty compromises, too clear-headed to quarrel over non-essentials, too broad-visioned to mistake the trend of world events.

Democracy must have courageous leaders—a courage that does not make excuses, that does not run away from

duty, nor shirk,\* nor whine about lack of opportunity, nor lose faith in the essential principles of a government by the people and the ultimate triumph of righteousness.

Democracy must have honest leaders—men in public life who will not call trickery “politics,” nor dignify the looting of the public domain and the stealing of franchises by the term “big business,” nor attempt to make the people believe that “high finance” consists in watering stocks and wrecking railroads,—leaders in education who exalt morality and righteousness—leaders in the church who spell God with a capital letter and still believe at least a part of the Bible.

Democracy must have unselfish leaders—men who like Howard and Horace Mann, Phillips and Garrison, John Wesley and Chinese Gordon, George Washington and Abraham Lincoln, were filled with the splendid devotion of enthusiasm for a great cause.

**So the chief function of the college is to help God grow men.**

The biggest fact in this world is life. The most remarkable thing about life is growth. The highest outcome of growth is a man.

Since this is so, the college is in a certain sense a divine institution. This, at least, is true:—God sets more store on the **growing** man than he does on the man **grown**.

Unless our colleges are helping God to grow men—are training men and women to live up to the highest ideals and standards of our 20th century civilization, they should be “reformed by fire,” as Carlyle suggested. For in the final analysis it is not commerce, nor knowledge, nor science nor statutes that hold society together, but ideals. The leading ideals of our Christian civilization as opposed to pagan civilization are monogamy in the family as opposed to polygamy, individual liberty in the state as opposed to aristocracy and caste, peaceful arts in industry and commerce as opposed to war and slavery, spirituality in personal life as opposed to sensuality, and unselfish service for humanity as opposed to the brutal law of tooth and claw.

Unless a college stands for these ideals it does not truly represent Christian civilization.



The worth of a college cannot be measured by material standards. The greatness of a college is not determined by the size of its faculty and the number of its students. Neither is it measured by acres of floor space and cords of brick and stone. The true standard of measurement is this: Is it fulfilling these functions of a modern college? Does it truly represent the ideals of Christian civilization? Judged by this standard some big colleges are very little and some small colleges are very large. For it is not enough that a college should be efficient. It must be efficient for righteousness and against wickedness. Education alone has not saved a single nation in the past, and the best educated nation of today is perhaps the most dangerous nation.

John R. Mott says:—"I care not how well educated a man may be, if he has low ideals, a corrupt heart and an ungoverned will, he is a menace to society and a seam of weakness in the life of the nation. What then makes a nation truly great? The ideals, the character, and the spirit of a people; and history shows that ideals cannot be placed and held at their highest, that character cannot be made symmetrical and strong, and that the spirit cannot be made free and triumphant apart from the help of true religion."

Preeminently do our Methodist colleges stand for these ideals. Their needs are great, but the greatness of these needs is only the measure of the church's opportunity. Their success is absolutely essential to the progress of Methodism, for out of them must come the leaders of tomorrow. Through them the church has a mortgage on the future, for although college buildings may crumble, presidents may change, professors may resign, students may come and go, yet as an institution the real college remains and will survive a thousand years. Every dollar put into the endowment of such an institution will return accumulative dividends in devoted services for God and humanity as long as our nation shall live or Methodism remain a conquering power among men.

PRESIDENT C. P. COLEGROVE.

# The College

JOHN WILLIAM DICKMAN, Sc.D., Dean

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## Requirements for Admission

Students may be admitted to Freshman classification by any of the following methods: (1) by completing the full course in the Academy of the Upper Iowa University; (2) by presenting a certificate from any accredited high school or academy; (3) by examination.

Applicants for admission are requested to send to the President of the Upper Iowa University for entrance blanks. These blanks have been adopted by the North Central Association of Colleges and Secondary Schools. **High School graduates fill out these blanks carefully, have them signed by the Principal or Superintendent, and mail them to the President or the Registrar of the Upper Iowa University, Fayette, Iowa, as early in the summer as possible.** This will greatly facilitate registration at the opening of the college year.

For unconditional admission to Freshman standing applicants must present fifteen units of work. A unit is defined as a single study pursued one year in a secondary school, with five recitations per week. Two hours of laboratory work count as one hour of recitation.

Of the fifteen units necessary for unconditional admission, the following are required:

English	3 units
Mathematics	2 units
History and Civics	1 unit
Science	1 unit

The remaining eight units are elective and may be chosen from English, Mathematics, History, Science, Agriculture, Pedagogy, Domestic Science, Foreign Language, Commercial Subjects, Drawing, the Theory and History of Music, Civics, Economics, Public Speaking, and Manual Training.

Students who present fourteen units of work may be granted conditional entrance, but all conditions must be removed before the student can be classified as a Sophomore.

Students with deficiencies can make up such deficiencies in the Academy.

All applicants for admission by examination are requested to write to the President or the Registrar for full information.

Credit in college for work done in Accredited Secondary Schools may be given provided the work offered is in addition to the fifteen units required for entrance and is the equivalent of one full unit in the subject for which credit is asked.

### **Advanced Standing**

Applicants for advanced standing because of work taken in other colleges must furnish (1) an official record of both college and preparatory work; (2) a catalog of the institution where the work was taken, and (3) a letter of honorable dismissal.

### **Steps in Registration**

1. Write to the President, C. P. Colegrove, or to the Registrar, Dr. B. F. Simonson, for entrance blanks.

2. Ask your Superintendent or High School Principal to fill out the entrance blank fully and sign it. This is your official record.

3. Mail this certified record of your work to the President or the Registrar of the Upper Iowa University, Fayette, Iowa. You will receive a receipt for the same.

4. Report at the President's office on enrollment day, Tuesday, September 16, 1919, and complete your registration by (1) signing the official student register; (2) securing a program of recitations and making out your schedule of work not to exceed 16 hours; (3) paying your tuition and fees for the first quarter. The treasurer's receipt will admit you to the classes for which you have scheduled.

5. For entrance requirements by examination, write to the Registrar.

6. For late enrollment, unless caused by sickness or unavoidable delay, a registration fee of \$1.00 will be charged.

## GRADUATION REQUIREMENTS

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1. Every student is required to present 124 semester hours of work for graduation from the College, but four hours credit, one hour each year, will be given for regular attendance at chapel exercises. Two hours of additional work in Physical Training may be required in each of the Freshman and Sophomore years.

2. On account of conditions growing out of the war three years of foreign language will be accepted for graduation instead of the five formerly required. Students who have met this requirement before entering college will be free to elect or not to elect the foreign languages; those who enter College with no foreign language must, therefore, elect three years of foreign language in College.

3. All students intending to teach and wishing to secure, upon graduation, a five-year state certificate in Iowa must have completed fourteen semester hours of work in the Department of Education and six semester hours in General Psychology. (See outline of courses in Education).

4. All Freshmen are required to take the course in Rhetoric, two hours per week, throughout the year.

5. At the opening of the Junior Year, every student should present to the faculty an outline of his work for the next two years. Such a plan for his college work may be changed at any time during the subsequent period of his course, but the plan will remain on file in the Registrar's office and should be changed whenever the student thinks it desirable to modify his course. A student, in preparing such plan for his work, should consult the Head of the Department in which he is doing the major part of his work.

6. For the purpose of distribution of studies all the courses open to undergraduates are divided among the following four general groups:

### I. Language, Literature.

(a) Ancient Languages and Literatures.

(b) Modern Languages and Literatures, including English.

- II. Natural Sciences.
  - (a) Physics, Chemistry, Geology.
  - (b) Botany, Zoology, Agriculture.
- III. History Political and Social Sciences, Art.
  - (a) History, Art.
  - (b) Politics, Economics, Sociology.
  - (c) Home Economics.
- IV. Philosophy and Mathematics.
  - (a) Philosophy, Psychology, Religion, Education.
  - (b) Mathematics, Astronomy.

In the application of the following regulations concerning the distribution of studies among the four groups, the required work in Freshmen English (as noted in 4), and the work in Education required of all students intending to teach (as noted in 3) are not counted in satisfying Rule 8, but are counted in the application of Rule 7.

7. Every student must complete at least 32 semester hours in some one of these groups, 24 semester hours of which must be in some one department unless that department be ancient or modern language. If his major work be in Latin or Greek, 20 semester hours must be completed in College in addition to the 4 units of preparatory work. If his major work be in a modern language, four years of college work must be completed for the major unless the student enters College with two units of that language, in which case his major will include three years of work in the modern language department.

8. Every student shall distribute at least 40 semester hours of work among the three general groups in which his chief work does not lie, and he shall take in each group not less than 8 hours, and not less than 20 hours in any two groups. In Group II, the student must offer one full year of work in Chemistry, Botany, Zoology or Physics.

The above rules governing the choice of studies are made necessary by the fact that all distinctions in courses—Scientific, Latin-Scientific and Classical—disappeared when the Faculty voted to confer the degree of Bachelor of Arts upon all approved candidates completing the required number of



hours in College. Courses in the various departments, and these rules governing the choice of studies, are formulated on two widely-accepted pedagogical principles: (1) That every student, before graduation, should have attained intellectual mastery in at least one department of study, in which department he should elect four years of continuous work, and (2) that all students attaining a college degree should have a working knowledge of each of the four groups. In the freshman year the student should, as a rule, elect courses in each of the four groups. For the average student, the same holds true for the sophomore year. Specialization naturally belongs to the junior and senior years, and should be reserved for those years by all students, save those who find it necessary to make a vocational grouping earlier.

## PROFESSIONAL AND VOCATIONAL PREPARATION

There are more than 120 courses offered in the following pages, aggregating 376 semester hours of work in ten college departments, beside the special departments of Music and Oratory. Of these, the student takes 120 semester hours covering, on the average, about 40 semester courses before graduation. Here is, therefore, a large freedom of choice, and students may, and do, shape their college work toward some definite professional or vocational end. This can be done only through a wise choice of elective studies. Every student must remember that a broad and sound intellectual attainment is for him the prime requisite for his most successful and most satisfying career in any profession or vocation.

Arrangements have been made with professional and technical colleges and universities whereby students are able to complete three years work in the Upper Iowa University and finish their courses in Law, Theology, Engineering, or Business in two years in the professional school, and receive the degrees of both institutions. As a guide, we suggest the following elective groups having vocational significance:

### AGRICULTURE.

General Botany, Fungous Diseases of Plants, Bacteriology, Plant Physiology, Eugenics, General Zoology, Animal Physiology, Embryology, General Chemistry, Organic Chemistry, Agricultural Chemical

Analysis, General Physics, General Geology, Land Surveying and Trigonometry, Sociology, Labor Problems, History of the West, Rhetoric, Literary Masterpieces, American Literature, Debate.

#### BUSINESS.

Political Economy, Sociology, Science of Finance, Financial History, Labor Problems, Economic Problems, International Law, Constitutional Law, History of the West, Spanish or French, General Chemistry, General Physics, General Botany, General Zoology, English.

#### EDUCATION.

The courses included in the Department of Education are designed to offer the special technical education required of teachers in our secondary schools. Those who wish to fit themselves for teaching in some special department, as in Latin, French, Mathematics, English, or the sciences, should of course do major work in these departments and then should elect such courses as History of Education, History of Education in the United States, Principles of Education, Philosophy of Education, Ethics, Psychology, Educational Psychology, Psychology of Religion, Philosophy and Secondary School Methods. Those preparing to teach Secondary School work should so elect their work as to make desirable combinations for High School work. Perhaps the greatest demand at the present time is for teachers of Science, Latin, Spanish, and English. It is well for the scientist to know the chemistry of agriculture, the chemistry of foods and the bacteriology of the farm. The student of Latin should also have French and English; the student of English should be a master of his subject and be thoroughly prepared in one other language; the students in French or Spanish can usually make good combinations with Mathematics, English or Latin. Prospective teachers should also remember that a knowledge of and proficiency in Oratory and Debating, Music and various forms of athletics are universally desirable qualifications.

#### ENGINEERING.

Trigonometry and Surveying, College Algebra, Differential Calculus, Integral Calculus, Astronomy, Analytics, Physics, General Chemistry, French (2 years), Spanish (2 years), and English.

#### JOURNALISM.

Rhetoric, Literary Masterpieces, The Novel, The Essay, Short Story, American Literature, Contemporary Drama, Victorian Poetry, Interpretation of Literature and Art, Modern European History, The American Revolution, History of the West, Constitutional Law, International Law, Political Economy, Sociology, Financial History, Labor Problems, Economic Problems, Diplomatic History of the United States, French, Spanish.

**LAW.**

Medieval History, Modern European History, Roman History, English History, Political Parties, History of the West, Diplomatic History of the United States, International Law, Constitutional Law, Political Economy, Sociology, Science of Finance, American Commonwealth, Argumentation and Debate, Oratory, French, Spanish and Latin, Rhetoric and American Literature.

**MEDICINE.**

General Botany, General Zoology, Bacteriology, Animal Physiology, Embryology, Comparative Anatomy of Vertebrates, General Physics, General Chemistry, Quantitative Analysis, Organic Chemistry, French, Spanish.

**MINISTRY.**

Greek, Latin, Argumentation and Debate, Literary Masterpieces, The Novel, Victorian Poetry, Interpretation of Literature and Art, Shakespeare, American Literature, Oratory, Ethics, History of Philosophy, Psychology, Psychology of Religion, Theism, Biblical Literature, Church History, Roman History, Greek History, Political Economy, Sociology, Labor Problems, American Revolution, History of the West, Political Parties, General Botany, General Zoology, General Geology, French.

## TWO-YEAR TEACHER COURSES

Students who complete one of the following courses will be eligible to a two-year state certificate without examination and the work completed will count towards the Bachelor's degree in the College of Liberal Arts.

### COURSE I.

#### FOR GRADE TEACHERS

##### First Year

First Semester		Second Semester	
Psychology Ia .....	3 hours	Psychology IIa .....	3 hours
Rhetoric .....	2 hours	Rhetoric .....	2 hours
American History .....	4 hours	American History .....	4 hours
English .....	3 hours	English .....	3 hours
Electives .....	3 hours	Electives .....	3 hours

##### Second Year

First Semester		Second Semester	
School Management I.....	3 hours	History of Education VIII	3 hours
Elementary Methods XIII.....	4 hours	Science (Botany, Zoology	
Science (Botany, Zoology		or Physics) .....	4 hours
or Physics) .....	4 hours	Electives .....	8 hours
Public School Music.....	2 hours		
Electives .....	2 hours		

## COURSE II. FOR RURAL TEACHERS

### First Year

First Semester Second Semester  
(The same as in the first year of Course I, above—both semesters.)

### Second Year

First Semester	Second Semester
Rural School Methods	Rural School management VIa
XIIIa .....4 hours	.....3 hours
Science (Botany, Zoology or	Science .....4 hours
or Physics .....4 hours	History of Education VII 3 hours
Public School Music.....2 hours	Electives .....5 hours
Electives .....5 hours	

## COURSE III. FOR PRIMARY TEACHERS

### First Year

As in first year of Course I for both semesters.

### Second Year

First Semester	Second Semester
Primary Methods XIIIb.....4 hours	Primary Methods XIIIb.....4 hours
School Management I.....3 hours	History of Education VIII 3 hours
Science .....4 hours	Science .....4 hours
Public School Music.....2 hours	Electives .....4 hours
Electives .....2 hours	

Two hours additional may be taken each semester in review of high school subjects, physical training, drawing or music.

## DEGREES

At least one year in residence at Upper Iowa University is required of all candidates for the Bachelor's Degree.

The degree of Bachelor of Arts will be conferred upon all the graduates of the College of Liberal Arts and Sciences. The Degree of Bachelor of Science may be conferred on students doing major work in the sciences, if they so elect.

The degree of Bachelor of Music will be given for two years of advanced work in Music. (See School of Music.)

The degree of Master of Arts will be conferred upon graduates of Upper Iowa University, or of other colleges of recognized standing, at the satisfactory completion of an approved course of advanced study pursued during at least one year in residence.

# Courses of Instruction

## ENGLISH LANGUAGE AND LITERATURE

PROFESSOR NICHOLS AND MR. COLE

### \*I. RHETORIC.

A review of rhetorical theory and the analysis of prose selections. Special study of the paragraph. Papers in description, narration, exposition and argumentation.

Required of Freshmen.

Throughout the year.

2 hours.

### II. LITERARY MASTERPIECES.

This course is planned to give opportunity for the study of representative classics of the following types: The Shakespearean drama, the modern drama, the novel, the short story, the narrative poem, the lyric, the essay.

Elective for Freshmen.

Throughout the year.

3 hours.

### III. THE AGE OF ROMANTICISM.

Burns, Scott, Wordsworth, Coleridge, Byron, Shelly, and Keats are read. The course considers Romanticism as a protest against the preceding age of classicism, as an outgrowth of the French revolution, as a revival of interest in Mediævalism and in nature, as an expression of idealism

Second semester, 1920-21.

3 hours.

Not given in 1919-20.

### IV AND XII.

A. This section of the course includes the major comedies and several of the plays based upon English history, usually Richard III, Henry V, or Henry VIII. The attempt of this section of the work is to vivify the Elizabethan age, its aspirations, its cruelties, its everyday life, its amusements, play-hours, and rapidly developing dramatic art.

B. This section of the course contrasts modern with Shakespearean drama in respect to dramatic structure and stage conventions. The plays read are the five great tragedies and two of the later dramas of reconciliation, (The Tempest, The Winter's Tale).

Second semester, 1920-21.

5 hours.

Not given in 1919-20.

### V. CONTEMPORARY DRAMA.

The work assigned will be: A. Realistic and Naturalistic Drama. This section considers (1) Ibsen's contribution to the drama, (2) the

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\*All freshmen will be assigned to this course. At the close of the first month, those whose work is notably deficient in regard to spelling, punctuation and knowledge of grammar will be required to take one hour per week of additional work in review until, in the judgment of the instructor, the deficiency is removed.



work of Pinero and Shaw in England—its contrasts and borrowings in relation to modern German drama, (3) the Naturalism of the Russian Tchekhov in relation to present conditions in Russia. B. Romantic drama. This section considers (1) The Belgians, Rostand and Maeterlinck, (2) Stephen Phillips, (3) the Irish drama of Yeats and Lady Gregory. Reading of illustrative dramas and lectures of English dramatic tendencies in contrast with those of France and German.

First semester, 1920-21.

5 hours.

Not given in 1919-20.

#### VI. LITERARY MASTERPIECES.

This course is planned to give opportunity for the study of the short story, the narrative poem, and the lyric.

2 hours.

#### VII. NARRATIVE POETRY.

The Prologue and three of Chaucer's Canterbury Tales will be read. The more notable fifteenth century ballads will be studied, together with the modern literary ballads of Tennyson, Longfellow, and others. The epic will be represented by selections from Milton's Paradise Lost.

First semester, 1919-20.

3 hours.

Not given in 1920-21.

#### VIII. THE SHORT STORY.

An endeavor is made to place the short story, and a close study of its distinguishing characteristics is undertaken with this purpose in view. The writing of an original short story is urged, though not required.

First semester, 1919-20.

2 hours.

Not given in 1920-21.

#### IX. THE NOVEL.

The novel is studied with respect both to its historical development and to its structure, scope, and influence as a literary genre. Scott, Thackeray, Eliot, Dickens, Meredith, Hardy, Hawthorne, and several contemporary novelists are read. Entrance by permission.

Second semester, 1919-20.

5 hours.

Not given in 1920-21.

#### X. AMERICAN LITERATURE.

The aim of this course will be to discover, from a comparison of American fiction, orations, essays, and poems of varying date, the developments which have taken place in the American home, in American education, the pulpit, press, stage, industry, and social usage.

First semester, 1919-20.

3 hours.

Not given in 1920-21.

#### XI. THE LITERATURE OF THE ENGLISH RENAISSANCE.

After some account of the national awakening under the Tudors,

detailed studies in Elizabethan letters are made as follows: The drama of Dekker and Marlowe, lyric poetry, the Elizabethan pamphlet of Greene and Lodge, the sonnet cycles, Spencer's *Fairie Queene*, and Bacon's *Essays*.

First semester, 1920-21.

3 hours.

Not given in 1919-20.

### XIII. TENNYSON.

A careful inquiry is made into the nature and origin of Victorian poetry. This is followed by a critical study of Tennyson.

Second semester, 1919-20.

3 hours.

Not given in 1920-21.

### XIV. VICTORIAN POETS.

This course is designed to be both informational and of assistance in teaching the difficult Group V of the College Entrance Requirements for High Schools. Emphasis this year will be laid upon numbers 9 and 11 of that group, viz.: upon Macaulay and Browning. The readings will be those mentioned under numbers 9 and 11, Macaulay's *Lays of Ancient Rome*, Naseby and the Armada; Browning's more well-known poems.

2 hours.

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## HISTORY

PROFESSOR SWANEY

### I. INTRODUCTION TO MEDIAEVAL AND MODERN HISTORY.

An analysis of European history from Roman times to the present day, tracing the evolution of modern states, and of their chief institutions, customs, and ideals. Text-book, lectures, collateral reading. Primarily an introductory course for Freshmen.

Throughout the year.

3 hours.

Given in 1919-20.

### II. THE RENAISSANCE AND REFORMATION.

The late mediaeval world; the great intellectual, artistic, and religious movements of the fourteenth, fifteenth and sixteenth centuries; the Counter-Reformation; the Wars of Religion. Course I a prerequisite.

Throughout the year.

2 hours.

Given in 1920-21.

### III. OLD REGIME AND THE REVOLUTION.

The Europe of Louis XIV and the eighteenth century, of the Revolution and Napoleon: its political, social and economic theory and practice. Course I a prerequisite.

Throughout the year.

2 hours.

Given in 1919-20.

### IV. EUROPE SINCE 1815.

Political, economic, and social history of Europe since the Con-

gress of Vienna, and the expansion of Europe in Africa, Asia and the Pacific. Course I a prerequisite.

Throughout the year.

2 hours.

Given in 1920-21.

#### V. ENGLISH HISTORY.

A general course covering the entire period, emphasizing the constitutional and economic development, and the development of the British Empire. Open to all students.

Throughout the year.

2 hours.

Given in 1919-20.

#### VI. AMERICAN HISTORY.

This course comprises a careful study of the whole field of American history, with particular attention to the creation of the Federal Government, the period leading up to the Civil War, and relation of the United States to the Great War.

Open to Freshmen.

Throughout the year.

4 hours.

Given in 1919-20.

#### VII. THE RECONSTRUCTION PERIOD.

A detailed study of the main lines of thought and action, both in the Northern and Southern states in the years following the Civil War. Course VI a prerequisite.

First semester.

3 hours.

Given in 1920-21.

#### VIII. HISTORY OF THE WEST.

The story of the West, and of its material, spiritual, and personal contributions to the life of the United States. Course VI a prerequisite.

Second semester.

3 hours.

Given in 1919-20.

#### IX. GREEK HISTORY.

An outline course dealing with the history of Greece until it becomes a part of the Roman Empire. The Oriental and Aegean background, and the Hellenistic period outside of Greece are briefly considered.

Open to Freshmen.

First semester.

3 hours.

Given in 1920-21.

#### X. ROMAN HISTORY.

The rise and decline of Rome from the earliest times, with careful attention to the main lines of development, and the special problems of each age. Lectures, text and collateral reading.

Open to Freshmen.

Second semester.

3 hours.

Given in 1920-21.

**XI. TEACHER'S COURSE.**

Lectures and text on the teaching of history in secondary schools; practice teaching; review of important periods of history taught in high schools.

Second semester.

2 hours.

Given in 1919-20.

**XII. SEMINAR IN HISTORY.**

The seminar gives opportunity for study of historical methods; both in theory and practice. The special work of each student can usually be chosen with reference to his particular needs or interests.

Throughout the year.

1 hour.

**XIII. THE GREAT WAR AND RECONSTRUCTION.**

A study of the causes and the events of the world war. Special attention will be given to the relation of the United States to the great conflict, both before and after the declaration of war against Germany. Either Course I or Course VI prerequisite.

Throughout the year.

3 hours.

Given in 1919-20.

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## PSYCHOLOGY AND EDUCATION

PROFESSOR MONGOLD AND MRS. HUFTALEN

### A. PSYCHOLOGY

**I. GENERAL PSYCHOLOGY.**

A first course in Psychology for college students taking the four-year course and, with Psychology II, meets the requirements in Psychology for a first grade state certificate. Human behavior is studied in relation to the nervous system, the modification of instincts, economy of learning and the formation of habits.

Open to Sophomores.

First semester.

3 hours.

**Ia. ELEMENTARY PSYCHOLOGY.**

In this course, those principles of Psychology most useful to a teacher trying to solve the problems of instruction of a graded or rural school will be studied and their application discussed.

Two-year course requirement.

Open to Freshmen and Sophomores.

First semester

3 hours.

**II. GENERAL PSYCHOLOGY.**

This course follows General Psychology I, though not necessarily in the same year and treats of the mind genetically, physiologically, and socially. A limited number of experiments will be performed.

Second semester.

3 hours.

**IIa. ELEMENTARY PSYCHOLOGY.**

This course follows Psychology Ia and is intended to furnish the grade or rural teacher with a knowledge of the psychology of management sufficient to enable her to solve the administrative problems of her school. The psychology of imitation, suggestion, association, leadership, and control occupy a large place in the course. Two-year requirement.

Open to Freshmen and Sophomores.

Second semester.

3 hours.

**III. GENETIC PSYCHOLOGY.**

The development of mind in the race and the child; characteristics of child mind and methods of training it will be studied.

Elective. Summer or regular term.

2 hours.

**IV. EDUCATIONAL PSYCHOLOGY.**

The psychology of the learning and teaching process, including motivation, the lesson problem, over-study, and like problems of interest and value for every teacher.

Elective. Summer term or regular school year.

Given as 2 or 3 hours.

**V. - EXPERIMENTAL PSYCHOLOGY.**

Sensation, perception, imagination, memory, reaction and other psychological phenomena are given experimental study. Intended for students specializing in Psychology or allied subjects.

Elective. Open to Juniors and Seniors.

Throughout the year.

2 or 4 hours.

**VI. APPLIED PSYCHOLOGY.**

Special study in the psychology of human efficiency. Emphasis is given to problems of original nature; inheritance of mental traits, individual differences; conditions and methods of effective work, learning and rest; age, growth, sex; fatigue, drugs, posture, sleep; ventilation, temperature, time of day, distractions, solitude and their psychological application in various fields—industry, business, management, law, medicine, education, ministry.

Elective. Open to Juniors and Seniors.

Second semester.

2 hours.

**VII. METHODS OF MENTAL MEASUREMENT.**

Study of retarded mental development, effects of inheritance, re-education, individual types. An analytical and critical study of various quantitative methods of measuring intelligence.

Elective. Open to Juniors and Seniors.

First semester.

2 hours.

**VIII. MENTAL HYGIENE.**

This is a special course in applied psychology which relates to the problems of mind and body as affecting each other. Nervousness, hysteria, worry, and other pathological mental conditions re-



ceive study as to nature, cause and prevention. For teachers, ministers, or as a pre-medical course.

Elective. Open to Juniors and Seniors.

Second semester.

2 hours.

## B. EDUCATION

### I. SCHOOL MANAGEMENT.

Problems of management and supervision of the grades, including heating, lighting, ventilation, play supervision, school-room hygiene, supervised study, daily program, and discipline will receive emphasis. Two-year course requirement for grade teachers.

First semester.

3 hours.

### II. PRINCIPLES OF EDUCATION.

The underlying causes—psychological, sociological, economic,—in education and educational systems will be studied and their application will be made to the teaching of the various subjects in the high school and grades. Intended to furnish teachers and supervisors with an intelligent basis for initiative and power of thought and action. Lectures, readings, reports.

Open to Juniors and Seniors.

Certificate requirement.

Second semester.

4 hours.

### III. PHILOSOPHY OF EDUCATION.

Constructive aims and methods of education in a democratic society and a critical estimate of the theories of knowing and moral development formulated in an earlier society which overlap and hamper the adequate realization of the democratic ideal.

Elective.

Summer term or extension.

2 hours.

### IV. ADOLESCENT AND CHILD PROBLEMS.

Study of the educational problems of childhood including school, home, and social life; the play ground, the backward child, medical inspection, juvenile delinquency, and child-saving agencies.

May be taken in either year.

Summer term.

2 hours.

### V. SEMINAR IN EDUCATION.

Study of state, city, or national system of education. Students will be assigned special topics for study and report. Thesis is required.

Elective. Open to Juniors and Seniors.

Prerequisites: Gen'l Psy. and Hist. of Educ. VII.

Second semester.

2 hours.

### VI. RURAL EDUCATION.

Study of educational administration in rural and village communities; conditions, needs, and possibilities of these communities; school law, community work, club work, buildings, grounds, consol-

idation and other problems connected with present-day rural school administration. Designed for rural school teachers, county superintendents, and supervisors of consolidated schools.

**Second semester.**

**2 hours.**

#### **VIa. RURAL SCHOOL MANAGEMENT.**

This course will include organization, classification, discipline, motivation, efficiency of operation, supervision of school room; the Common School Course of 64 units; school-room mechanics; study and play period supervision; recitation methods; devices; the library and like problems treated for the rural teacher.

Two-year course requirement for rural teachers.

**Second semester.**

**3 hours.**

#### **VII. HISTORY OF EDUCATION.**

Study of the growth of educational ideals and practices in various countries, being a general survey of the history of education in ancient, mediaeval, and modern times, with an intensive study of a few significant periods and selections from the great pedagogical essays.

Educational requirement. Open to Junior and Seniors.

Prerequisite: One year college History.

**First semester.**

**3 hours.**

#### **VIII. HISTORY OF ELEMENTARY EDUCATION.**

Intensive study of the history of elementary education with special reference to the contribution made to modern methods. Designed to furnish grade and rural teachers or supervisors the necessary historical background for the studies which they teach.

Requirement for rural and grade teachers.

**Second semester.**

**3 hours.**

**Summer term.**

**3 hours.**

#### **X. HISTORY OF VOCATIONAL EDUCATION.**

Such topics as vocational guidance, placement, employment, supervision employed school children, vocational analysis, and the history of the general movement toward vocational education will constitute the course. The course is designed for those whose business it is to counsel young people in their choice of a vocation or profession and is especially valuable for teachers, ministers, and educational supervisors.

Elective. Open to Juniors and Seniors.

**Second semester or summer term.**

**2 hours.**

#### **XI. SECONDARY EDUCATION.**

This course is designed to teach management of the high school class or study room; social administration; history and aims of the high school, and is so arranged as to allow considerable specialization in the particular form of the high school in which the student is most interested, as the city high school, the junior high school, the technical high school, or the consolidated high school. High

school teachers should take this course instead of Educ. I or VIa.  
Sophomore year or above.

First semester.

3 hours.

## XII. SCHOOL ADMINISTRATION AND SUPERVISION.

General educational problems of county, state, and city organization as well as the specific ones of teacher and pupil supervision will be treated in the course. This course is designed for supervisory officers of all kinds in the schools. Practical problems facing the superintendent receive special emphasis.

Open to Juniors and Seniors.

Second semester.

3 hours.

## \*XIII. ELEMENTARY METHODS.

This course deals with methods of teaching the various subjects in grades from 4 to 8. Methods of teaching reading, language, grammar, penmanship, history, geography, music, drawing, industrial and household arts, agriculture, hygiene, etc., receive special emphasis each in its turn. General methods such as assignment, drill, lesson, planning, the general lesson, opening exercises, etc., are also given an important place. For those who expect to teach in the intermediate or grammar grades.

Throughout the year.

4 hours.

## \*XIIIa. RURAL SCHOOL METHODS.

This course deals with the methods of teaching in rural schools and is intended for those preparing to teach there. The subjects, reading, writing, penmanship, history, civics, etc., are studied from the teacher's point of view and methods of teaching; these are given direct application to the rural school program and conditions. General lessons, hand work, domestic science, manual training, agriculture methods are studied in their proper setting. Required in two-year course of those expecting to teach in rural schools.

Throughout the year.

4 hours.

Sophomore year.

## \*XIIIb. PRIMARY METHODS.

Intended primarily for those preparing to teach in the first three grades, though of value also to the rural school teacher. Methods are presented for taking the child from his first day of school and developing in him fundamental concepts, direction, form, distance, size, number, etc. Handwork, drawing, modelling, phonics, language, learning to read, sing, play, share a large place.

Sophomore year.

Throughout the year.

4 hours.

This course teaches the aims and methods of teaching high school subjects, both academic and vocational. The psychology of the var-

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\*Courses XIII, XIIIa, and XIIIb are parallel courses from which a two-year student must select one to meet his certificate requirements.

## XV. HIGH SCHOOL METHODS.

ious branches, as well as the class room technique, will be taught; also how to develop motor skill, thought processes, and the proper emotional responses. The lesson aim, method, lesson planning, assignment, drill, scientific testing and grading, use of reference books, how to use the library, are presented in such fashion that each student can specialize in the subject which he expects to teach and at the same time familiarize himself with the aims and methods of correlating with other branches in the high school.

Required for first grade certificate.

Open to Juniors and Seniors.

4 hours.

### SUGGESTION FOR ENROLLMENT

- A. TWO-YEAR STUDENTS. (For third grade state certificate.)
  - a. GRADE TEACHERS (4-8). (1) Required—Psy. Ia, IIa; Educ. I, VIII, XIII. (2) Electives: Psy. III, IV, VI, VII, VIII; Educ. III, IV, X.
  - b. RURAL TEACHERS. (1) Required: Psy. Ia, IIa; Educ. VIIa, VIII, XIIIa. (2) Electives: Educ. VI, IV, XIIIb; Psy. III.
  - c. PRIMARY TEACHERS. (1) Required courses: Psy. Ia, IIa; Educ. I, VIII, XIIIb. (2) Electives: Educ. IV; Psy. III.
- B. FOUR-YEAR COLLEGE COURSE. (For first grade state certificate.)
  - a. HIGH SCHOOL TEACHERS. (1) Required courses: Psy. I and II; Educ. II, VII, XV. (2) Electives: Educ. III, IV, XI, X; Psy. III, IV, V, VI, VII, VIII.
  - b. HIGH SCHOOL PRINCIPALS AND SUPERINTENDENTS. (1) Required courses: Psy. I and II; Educ. II, VII, XII, XV. Electives: Educ. I, IV, X, XI, XIII, XIIIb; Psy. III, IV, V, VI, VII, VIII.

## ROMANCE LANGUAGES AND LITERATURE

### FRENCH

PROFESSOR HELMECKE, MISS DOOLITTLE, AND MR. REUSSER

#### I. ELEMENTARY FRENCH.

The purpose of the first year's work is to secure a thorough knowledge of the fundamental principles of the French language, and to acquire an extended vocabulary. The work is conducted in French as much as possible.

Throughout the year.

4 hours.

#### II. INTERMEDIATE FRENCH.

The aim of this course is to impart facility in reading. Composition plays an important part in the work. The study of grammar is continued.

Throughout the year.

4 hours.



**III. ADVANCED FRENCH.**

In this course will be read the works of those authors who give the best insight into French literature. The work in composition and conversation is continued.

Throughout the year.

3 hours.

**IV. THE FRENCH CLASSICISTS.**

In this course works of Corneille, Racine, Moliere, etc., will be read. There will be lectures dealing with the importance of this period. Reports will be prepared by members of the class.

**V. HISTORY OF FRENCH LITERATURE.**

There will be a general survey of the development of French literature, with especial stress on the more recent periods. Reports by the class on assigned topics.

Throughout the year.

2 hours.

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**SPANISH****I. ELEMENTARY SPANISH.**

There will be a thorough study of Spanish grammar, with practice in reading, writing and speaking Spanish.

Throughout the year.

4 hours.

**II. INTERMEDIATE SPANISH.**

A systematic review of Spanish grammar. Reading of easy texts. Composition and conversation.

Throughout the year.

4 hours.

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**GERMAN LANGUAGE AND LITERATURE**

PROFESSOR HELMECKE AND MISS DOOLITTLE

**I. ELEMENTARY GERMAN.**

(a) A study of German grammar with practice in reading, writing, and speaking German.

First semester.

4 hours.

(b) A study of German grammar, easy reading composition and conversation.

Second semester.

4 hours.

**II. INTERMEDIATE GERMAN.**

(a) A systematic review of the grammar. Careful application of the principles of grammar. Reading of easy texts. Light translation. Composition and conversation based on texts read in class.

First semester.

4 hours.

(b) A continuation of the work of the first semester. Practice in speaking and writing idiomatic German.

Second semester.

4 hours.

**III. STANDARD GERMAN AUTHORS.**

Reading of the works of the standard German authors, to obtain



an idea of the best in German literature. Principle of Elementary Syntax. Oral and written reproduction of easy prose.

Throughout the year.

3 hours.

#### IV. GERMAN LITERATURE OF THE NINETEENTH CENTURY.

Reading of works of representative authors of more recent times, with supplementary lectures on the authors and their periods. Assigned readings and reports. Oral and written reproduction of subjects discussed.

Throughout the year.

3 hours.

Given in alternate years.

#### V. (a) SCHILLER AND GOETHE.

The men and their works. Lectures and reports. Reading of representative works.

First semester.

3 hours.

#### (b) SUDERMANN AND HAUPTMANN.

The men and their works. Lectures and reports. Reading of representative works.

Second semester.

3 hours.

Given in alternate years.

#### VI. HISTORY OF GERMAN LITERATURE.

A general survey of the development of German literature from the earliest times to the present. Lectures and study of assigned reading. Reports of students on special topics.

Throughout the year.

2 hours.

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## MATHEMATICS AND ASTRONOMY

PROFESSOR SIMONSON

#### I. (a) PLANE TRIGONOMETRY.

The trigonometric functions, trigonometric formulae, equations involving trigonometric functions, the use of trigonometric and logarithmic tables, and the solution of the plane triangle.

Open to Freshmen and Sophomores.

First semester.

4 hours.

#### II. COLLEGE ALGEBRA.

Review of radicals, imaginaries, and quadratics, convergency and divergency of series, undetermined co-efficients and partial fractions, the binomial theorem, and logarithms.

Prerequisite to Courses 5 and 6.

#### III. THEORY OF EQUATIONS.

Brief treatment of permutations, combinations and probability; brief treatment of determinants; general properties of equations,

graphs of equations, methods of finding the real roots of higher degree equations.

Should be preceded by Course II.

**Second semester.**

**4 hours.**

#### IV. ANALYTICS.

The rectilinear and polar co-ordinate systems, equations of the first and second degrees, some of the higher plane loci, and the elements of solid analytics.

Open to those who have had Courses Ia and II.

Prerequisite to Courses 5 and 6.

**Second semester.**

**4 hours.**

#### V. DIFFERENTIAL CALCULUS.

Differentiation of algebraic and transcendental functions, expansion of functions, elusive forms, direction of curvature, maxima and minima of functions of one and of two variations.

**First semester.**

**5 hours.**

#### VI. INTEGRAL CALCULUS.

This course is continuous with V and includes elementary forms of integration, integration of rational fractions, integration by parts, trigonometric integrals, integration as a summation, definite integrals, application of integration to plane curves, moments of inertia, surfaces, and volumes.

**Second semester.**

**5 hours.**

#### VII. LAND SURVEYING.

Theory, use, care and adjustments of instruments, field work, and platting.

Course Ia is prerequisite to this course.

Given by special arrangement.

#### VIII. GENERAL ASTRONOMY.

The treatment is descriptive, being designed for the general student of astronomy.

Open to Freshmen and Sophomores.

**Second semester.**

**4 hours.**

#### IX. SOLID GEOMETRY.

Open to Freshmen either for college credit or to make up entrance deficiencies.

**First semester.**

**4 hours.**

The following suggestions will aid students in the choice and most advantageous arrangement of courses:

College students in general should take the courses in Plane Trigonometry and Astronomy, and these should be taken preferably in the Freshman year. Students planning to teach mathematics, whether after the completion of the two-year normal course or after the completion of the full college course, should take the courses in College Algebra and Theory of Equations, and the former should

take these courses preferably in the Sophomore year. Students planning to take Higher Mathematics may well take College Algebra and Analytics in the Sophomore year and Calculus in the Junior year. Of course this order may be varied if circumstances require such variations.

A major in the department should include Courses Ia, II, IV, V, and VI.

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## PHILOSOPHY AND RELIGION

### PROFESSOR COLLIS AND PRESIDENT COLEGROVE

Every man has his views about life, some of which, be they low or high, he is willing to fight for, and, if need be, in many cases, to die for. The importance of what men believe has been emphasized anew during recent years. The truly educated man must know what these beliefs are if he is going to shape men's thinking. A study of what men have thought about the world, its meaning and destiny, and of what men think about these things today, will enable one to arrive at intelligent conclusions himself that shall guide him in his activities among his fellows.

The desire, therefore, is to help students to gain some comprehension of what men have thought who have tried to obtain some satisfactory deductions about the world in its deeper and more ultimate aspects. Science endeavors to ascertain facts, and then, in many instances, to stop there. The interpretation of those facts still remains, and it is the interrelation and ultimate significance of those facts about which Philosophy concerns itself.

#### I. INTRODUCTION TO PHILOSOPHY.

The course aims to define the task of philosophical inquiry and to consider the outstanding problems with which philosophy deals. Text-book, lectures, and reports.

Open to Sophomores.

First semester.

3 hours.

#### II. LOGIC.

A study of logical principles, inductive and deductive, with practice in detecting fallacies. Text-book and exercises.

Second semester.

3 hours.

#### III. HISTORY OF ANCIENT AND MEDIEVAL PHILOSOPHY.

The development of philosophical thought from earliest times to the close of the Middle Ages. Text-book, lectures, and reports.

Open to Juniors.

Second semester.

3 hours.

#### V. PSYCHOLOGY OF RELIGION.

A study of the religious experience from its appearance in primitive times to the more complex phenomena observable among civil-

ized men. The subjects of the cultus in its psychological aspects, of prayer, conversion, mysticism, and allied topics receive particular attention. Text-book, lectures, and reports.

Open to Juniors.

Second semester.

2 hours.

## VII. ETHICS.

An analysis of human conduct under the guidance of the historic ethical systems, and of an examination of the daily individual experiences of the members of the class. As a result of this study the principles of moral judgment concerning conduct are formulated. Lectures, text,book, assigned readings, and reports.

Open to Juniors.

Second semester.

3 hours.

## IX. MODERN PHILOSOPHICAL TENDENCIES.

A close scrutiny of the leading modern formulations, especially of idealism, pragmatism, and realism. Lectures, reports, and assigned readings.

Open to Seniors.

Second semester.

2 hours.

## II. LOGIC. (See above.)

Second semester.

3 hours.

## IV. HISTORY OF MODERN PHILOSOPHY.

A continuation of Course III, with especial reference to the most important systems of thought from Des Cartes to the present time.

Second semester.

3 hours.

## VI. PHILOSOPHY OF RELIGION.

Second semester.

2 hours.

A consideration of the facts of the religious experience presented by the Psychology of Religion, with the view to their correlation in a unified and tentatively ultimate system. Text-book, lectures, and critical studies.

Open to Juniors.

Second semester.

2 hours.

## VIII. ETHICS.

A continuation of Course VII, together with intensive study of some modern theories, as Royce's and Hocking's.

Second semester.

3 hours.

## X. MODERN PHILOSOPHICAL TENDENCIES.

Second semester.

2 hours.

A continuation of Course IX.

Second semester.

2 hours.

## BIBLE AND RELIGION

It is the aim of this department to give the student a broader and truer appreciation of the fundamental importance of religion, its life and teaching, in individual and social development. Since the religious experience is well-nigh universal among men, some account of the multitudinous forms in which it has revealed itself must be taken. Such a survey is especially pertinent in an age when that which interests one nation must in a very large measure interest all.

Nevertheless much of the content of the religious experience will be disclosed by a study of the various stages through which the forms, generally recognized as the highest, have passed. That Christianity is one of the very highest types which has appeared, and that it is possessed of great vigor and power at the present time, few will question. Hence the purpose here is to carefully trace the unfolding life as it appeared and developed, first in the Hebrew race, preparing the way for the full fruitage in Christianity proper, then among the Greeks and the Romans, and finally among the nations of Northern Europe and in America, always bearing in mind the essential features of universal religion which it is believed will ultimately be accepted by men everywhere as basic for their individual and social living.

The Bible is the central text-book for such a study, but all of the light which can be focused on this long development is freely employed, since it is felt that a serious scientific attitude toward all of the problems involved is at once reverent and rational.

### I. HISTORY OF THE HEBREWS.

A study of the Hebrew race from its earliest beginnings to the time of Christ, concluding with a brief survey of the dispersion during the succeeding centuries. Especial attention is paid to the developing social, national, and race consciousness, as it is affected by geographical, political, and religious environments, and expressed in the unique literature of the prophets and priests. Course I covers the period of the Exile. Text-book, lectures, and reports.

Open to Freshmen.

First semester.

3 hours.

### III. AN INTRODUCTION TO THE STUDY OF THE BIBLE.

With the text of the Bible in hand, the effort is made to deal frankly with the problems of Sources, Authors, Times of Writing, Purposes in Writing, Conditions, Social, Political, and Religious, Canonization, and all other critical questions of which every student should have some knowledge. At the same time the student is never allowed to forget the fundamental unity of idea and spirit which pervades the literature, and makes it unique. Lectures, reports, and a text-book.

Open to Sophomores.

First semester.

3 hours.



**V. LIFE OF CHRIST.**

Starting with a survey of the times into which Christ was born, the purpose is to trace as fully, fairly, and vividly as possible the Life of the Master himself. Lectures, text-book, and reports.

Open to Sophomores.

First semester.

2 hours.

**VII. HISTORY OF THE CHRISTIAN CHURCH.**

While the survey must necessarily be somewhat limited in scope, the course aims to introduce the student to history of the Church during the historic ages from the end of the first century to the present time. Lectures, text-book, and reports.

Open to Juniors.

First semester.

3 hours.

**X. A CHRISTIAN PROGRAM FOR THE TWENTIETH CENTURY.**

The teachings of the Prophets and of Jesus are studied with special reference to their application to the problems of the present. Emphasis is laid upon the surprising way in which the leaders of the present day are basing their programs of reconstruction upon the fundamental principles of these teachers and leaders of old. Text-book, lectures, reports, and thesis.

Second semester.

2 hours.

**II. HISTORY OF THE JEWS.**

A continuation of Course I.

Second semester.

3 hours.

**IV. STUDIES IN THE OLD TESTAMENT, AND INTERTESTAMENTAL LITERATURE.**

A continuation of Course III with more intensive study of the Prophets, Job, Psalms, Daniel, and the literature which appeared during the last centuries before the beginning of the Christian Era.

**VI. THE APOSTOLIC CHURCH.**

This course aims to present the growth of the Apostolic Church from its inception among the Apostles of the Lord to the end of the first century. Especial account is taken of the relations of Judaism to Christianity, and of the great Apostle, Paul, whose life is studied in the light of chronological reference to Acts and to his own Epistles.

Open to Sophomores.

Second semester.

2 hours.

**VIII. THE DEVELOPMENT OF CHRISTIAN THOUGHT.**

Starting with a brief sketch of the content of the Christian Revelation as it was proclaimed at the beginning of the second century, the stages of development are followed to and including the Reformation. Text-book, lectures, and thesis.

Open to Juniors.

Second semester.

3 hours.

**IX. CHRISTIAN THOUGHT SINCE THE REFORMATION.**

A study of the modern movements which have centered around Christian Doctrine and Theology. The growth of the critical, scientific attitude will be traced with the reaction which that attitude has engendered. Lectures, text-book, and individual research.

Open to Seniors, and to Juniors in special cases.

**First semester.**

**2 hours.**

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**POLITICAL AND SOCIAL SCIENCE**

**PROFESSOR DICKMAN**

**I. POLITICAL ECONOMY.**

A general course in the principles of Political Economy, carried on by recitation and seminar work. The object sought in this course is a thorough knowledge of the economic laws governing the Production and distribution of wealth. Some standard text is used as a guide. This is the fundamental course in the Department and is a prerequisite for all other courses except those in Politics and Sociology.

Open to Sophomores and Juniors.

**First semester, each year.**

**3 hours.**

**II. ECONOMIC PROBLEMS.**

A course in economic theories and present economic problems. This course gives special attention to the industrial problems of the present time; the relations of labor and capital; economic governmental functions, and present tendencies in economic thought.

Open to Sophomores and Juniors.

**Second semester, each year.**

**3 hours.**

**III. SOCIOLOGY.**

An introductory course in the study of Sociology. In this course the aim is to give the student a correct view of the development of organic society. Social growth is studied as it has advanced from savagery to the highest types of Christian civilization, tracing the people in their evolution from the horde through the clan, the tribe, the monarchy, to the modern democracy.

Not open to Freshmen. Prerequisite for Course IV.

**First semester, each year.**

**4 hours.**

**IV. SOCIAL PATHOLOGY.**

A theoretical and statistical study of social and economic conditions which must be regarded as abnormal. Demographic and Ethnographic phenomena are thoroughly studied.

**Second semester, each year.**

**4 hours.**

**V. AMERICAN GOVERNMENT.**

In this course Beard's **American Government** is used as a text. It includes a thorough discussion of the political and social institu-

tions of the National and State governments, and the political party system of the United States. A course intended to prepare young men and women for good citizenship.

Open to Juniors and Seniors.

1919-20 and alternate years.

First semester.

4 hours.

#### VI. SCIENCE OF FINANCE.

This course embraces a comparative and critical study of government expenditures and revenues, a thorough discussion of the various theories and forms of taxation, and a study of the effects and significance of modern public credit as portrayed in our enormous public debt.

Open to Juniors and Seniors.

1919-20 and alternate years.

Second semester.

4 hours.

#### VII. COMMERCIAL LAW.

The object of this course is to prepare the student for the business problems of life. The subjects studied include the following: Commercial Contracts, Negotiable Instruments, Principal and Agent, Partnership, Corporations, Insurance, Banking Laws, Inheritance Laws, Deeds, Mortgages, Dower Rights, etc.

The course will be made practical and should be taken by every student before graduation.

Open to Juniors and Seniors.

1919-20 and alternate years.

Second semester.

3 hours.

#### VIII. CONSTITUTIONAL LAW.

A comparative study of the Constitution of England, Germany, France, and the United States. The discovery of the fundamental principles of public law common to all is the aim of the study.

Open to Juniors and Seniors.

1920-21 and alternate years.

First semester.

4 hours.

#### IX. INTERNATIONAL LAW.

This course treats of the general principles of international law as it has been developed by treaties, agreements and usages of the civilized nations as shown in legislation, court decisions, and in the conduct of these nations.

Open to Juniors and Seniors.

1918-19 and alternate years.

Second semester.

4 hours.

#### X. LABOR PROBLEMS.

An investigation of the problems growing out of the wage system and labor organization, together with a study of the labor movement

in the United States and the laws and court decisions affecting organized labor.

Open to Juniors and Seniors.

1918-19 and alternate years.

**Second semester.**

**3 hours.**

**XI. SEMINAR IN MONEY, BANKING, SOCIALISM, ACCOUNTING, AND THE LEAGUE OF NATIONS.**

This course consists of individual investigations and reports by the students under the direction of the instructor.

Open to Juniors and Seniors.

1919-20 and alternate years.

**First semester.**

**3 hours.**

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**BIOLOGY**

**PROFESSOR GEISER**

**A. BOTANY**

**I. GENERAL BOTANY.**

The emphasis in this course, which is prerequisite to all advanced courses in Botany, is laid on the morphology and physiology of plants, and their economic and ecological relations. Two class periods, with four hours of laboratory each week.

Open to Freshmen and Sophomores.

Throughout the year.

**4 hours.**

**IV. FUNGUS DISEASES OF PLANTS.**

A critical study of the more common diseases due to fungi, with special reference to those affecting field, orchard and garden crops. Culture of available forms will be carried on in the laboratory. The best methods of combating same will be considered.

Open to Sophomores and Juniors.

**Second semester, 1919-20.**

**3 hours.**

**V. THE LOCAL FLORA.**

Morphology, identification, and classification of wild plants. Laboratory and field work. Invaluable for students desiring acquaintance with the plants of Northern Iowa, and especially for those qualifying as teachers in the public schools.

Prerequisite: Botany I.

**2 or 4 hours.**

**VI. HOUSEHOLD BACTERIOLOGY.**

Class and laboratory studies on classification, morphology, structure, reproduction, and cultural characteristics of bacteria; principles of sterilization and disinfection, special emphasis being laid on their practical application. In the latter part of the course, special attention is given to the study of the bacteria occurring in soil, water,

food and milk. The manner in which bacteria produce disease and immunization is thoroughly studied.

Open to Freshmen.

First semester, 1918-19.

3 hours.

## VII. ELECTIVE.

Students properly qualified to do advanced work and desiring such may make arrangements with the Head of the Department for same. Hours and credits to be arranged.

## B. ZOOLOGY

### I. GENERAL ZOOLOGY.

An introductory course, special attention being directed to the anatomic and physiologic development of the animal. Class and laboratory work.

Open to Freshmen and Sophomores.

Throughout the year.

4 hours.

### II. HUMAN PHYSIOLOGY.

Lectures and quizzes on human physiology, with carefully planned laboratory work on the microscopic tissues of the body, with special reference to their functional adaptation.

Open to Freshmen.

Second semester.

3 hours.

### III. EMBRYOLOGY.

Studies are made of the development of the vertebrate embryo in its early stages of development; fixation, embedding, section cutting, staining, and mounting; preparation of material. The frog, chick, and pig are used.

Open to Sophomores, Juniors, and Seniors.

Prerequisite: Zoology I.

Second semester, 1920-21.

4 hours.

### IV. COMPARATIVE MORPHOLOGY OF VERTEBRATES.

Comparative studies of the osseous, digestive, circulatory and nerve systems of the various classes of vertebrates.

Open to Juniors and Seniors.

Prerequisite: Zoology I.

Second semester, 1918-19.

4 hours.

### V. MAMMALIAN ANATOMY.

Based on the dissection of the cat. A careful study is made of the bone, muscle, blood, and nerve systems of the cat. Invaluable to prospective students of medicine and to those who intend to teach physiology in the public schools.

Open to Sophomores and Juniors.

First semester, 1920-21.

4 hours.

### VI. VARIATION, HEREDITY AND BREEDING.

A close study, with observation work, on the principles and prac-



tices involved in the economic improvement of domesticated animals and plants.

Prerequisites: Zoology I, II, III.

Open to Juniors and Seniors.

Second semester, 1919-20.

2 hours.

#### VII. EUGENICS.

A study of the social agencies at work for the betterment of the heredity of the human species. The relationship of feminism and other modern movements to race betterment is carefully considered.

Open to Sophomores and Juniors.

First semester, 1918-19.

2 hours.

#### VIII. LABORATORY METHODS AND MICROSCOPIC TECHNIQUE.

Collection, determination, and preservation of specimens; preparation of macroscopic and microscopic specimens, casts, and models; embedding, cutting, staining, and mounting of histologic preparations. Conference and laboratory work.

Open to Sophomores, Juniors, and Seniors. Hours to be appointed.

Both semesters.

3 hours.

#### IX. ELECTIVE.

Students properly qualified to do advanced work, and desiring such, may make arrangements with the Head of the Department for same. Hours and credits to be arranged.

NOTE:—In all year courses in the Department, no credit will be given for less than a year's work, provided the student remains in residence.

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## PHYSICS

PROFESSOR LOWMAN AND MR. PAINE

#### I. GENERAL PHYSICS.

This course consists of two recitations and two laboratory periods each week, giving an introduction to the general principles of physics illustrated by experimental lectures and by individual work in the laboratory. The laboratory work aims to demonstrate physical laws and develop habits of accurate observation.

(a) A study of the fundamental laws of Physics with special reference to mechanics, molecular physics, and heat.

First semester.

4 hours.

(b) A continuation of course (a) treating electricity, sound, and light.

Prerequisites: Elementary Physics and Trigonometry.

Second semester.

4 hours.

## CHEMISTRY

PROFESSOR LOWMAN, MR. W. REUSSER, MR. GABRIELSON,  
AND MR. HENCH.

### I. GENERAL CHEMISTRY.

This course which is open to all college students includes two classroom periods and two laboratory periods per week. It is designed both to meet the needs of those who devote but one year to the subject and also to serve as a suitable basis for future work in the case of students who pursue the subject further.

(a) Non-metallic Chemistry. A study of the non-metallic elements including the general and fundamental laws and theories of chemistry.

First semester.

4 hours.

(b) Metallic Chemistry. Continuation of Chemistry I (a), including a study of the metals and their compounds based on the principles of the periodic law. Introduction to the principles of qualitative analysis.

Open to Freshmen.

Second semester.

4 hours.

### II. QUALITATIVE ANALYSIS.

Recitations, lectures, and laboratory work. Includes a study of the reactions of the metal ions and the identification of the common metal and non-metal ions in unknown solutions.

Prerequisite: Chemistry I.

First semester.

4 hours.

### III. ORGANIC CHEMISTRY.

A study of the Chemistry of the hydrocarbons and their derivatives. A large number of problems are solved in illustration of the principle involved. Of special value to students who expect to study medicine or food chemistry. Laboratory work includes preparation of many organic compounds with attention to yields obtained.

Prerequisite: Chemistry I.

Second semester.

5 hours.

### IV. QUANTITATIVE ANALYSIS.

Laboratory work, supplemented by one lecture or recitation a week.

(a) Fundamental principles of gravimetric and electrolytic analysis.

First semester.

4 hours.

(b) The student may elect some field of analysis, such as the analysis of water, food, butter, soils.

Prerequisite: Chemistry II.

Second semester.

4 hours.

### VI. FOOD CHEMISTRY.

This course consists of two recitations and two laboratory periods each week. The general subject of food will be treated from two points of view: First, from the standpoint of purity and freedom from adulteration, and second, from the viewpoint of the food economist, whose mission it is to determine its actual composition and nutritive value.

Prerequisite: Chemistry I.

Second semester.

4 hours.

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## GEOLOGY

PROFESSOR LOWMAN AND PROFESSOR GEISER

I. (a) GENERAL GEOLOGY.

Professor Lowman.

This course takes up a study of the materials, agents and processes involved in the development of the earth's present features, and includes two hours per week of class work or field trips, for which the location of the College is especially advantageous; and two periods (of two hours) per week in the laboratory, in which work a large part of the time is devoted to the study and identification of minerals and rocks on the basis of both physical and chemical characteristics.

First semester.

4 hours.

(b) HISTORICAL GEOLOGY.

Professor Geiser.

This course is a study of the evolution of the earth and its life, both plant and animal. The plan of the work is the same as in course (a), with the exception that the laboratory work consists largely of a study, and later the identification, of a few of the more characteristic fossils from the various horizons.

Second semester.

4 hours.

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## GREEK

The ultimate aim of the work in Greek is to develop an appreciative understanding of Greek life and its influence upon both the ancient and modern world. Mastery of the language is the primary means to this end.

In as much as several years' study is necessary, fully to attain such knowledge of the language as makes it possible for one to realize the value of the study of Greek, it is advised that those students who intend to pursue the study of Greek, start the study early in their course.

I. BEGINNING GREEK.

The elements of the Grammar and a study of Books I and II of Xenophon's *Anabasis*.

Throughout the year.

4 hours.

**II. XENOPHON; HOMER.**

During the second year's work the study of Xenophon's *Anabasis* is continued; four books of Homer's *Iliad* are read.

Throughout the year.

4 hours.

**III. PLATO.**

The *Apology* and *Crito*, together with selections from the *Phaedo*, are read in the third year. A sketch of pre-Socratic philosophy is given by lectures and collateral readings.

Offered in 1918-19.

3 hours.

**IV. INTRODUCTION TO TRAGEDY.**

The tragedies selected for study are the *Alcestis* of Euripides and the *Antigone* of Sophocles. The history and development of Greek tragedy and a brief survey of the history of Greek literature will form a part of the course.

Not offered in 1918-19.

3 hours.

**V. HERODOTUS AND THUCYDIDES.**

Selections from Herodotus and Thucydides will be read, and the history of the periods covered will receive special attention.

Not offered in 1918-19.

First semester.

3 hours.

**VI. GREEK DRAMATIC LITERATURE.**

This course will require the reading of several of the best dramas of Greek literature. The first semester will be devoted to tragedy; the second semester to tragedy and comedy. At least one drama of the three tragedians and one comedy of Aristophanes will be read.

Not offered in 1918-19.

Throughout the year.

3 hours.

**VII. NEW TESTAMENT.**

A rapid reading course in the Gospels and Epistles. The Latin Vulgate will be used in connection with this course.

Second semester, 1918-19.

2 hours.

**VIII. GREEK CLASSICS IN ENGLISH.**

The object of this course is to give an understanding and appreciation of the masterpieces of Greek literature to students who have no knowledge of the language. The course runs throughout four semesters and gives a complete survey of Greek literature by means of the best English translations.

Open to all students in the college. No knowledge of Greek is required.

Offered in 1918-19.

2 hours.

**IX. GREEK LIFE.**

This course is open to all college students. It is a systematic study of the manners and customs of the Greeks. Text-book, recitations, and informal lectures. A note-book will be kept and papers



prepared by members of the class. No knowledge of Greek required.

Offered in 1918-19.

First semester.

2 hours.

#### X. GREEK ART AND ARCHEOLOGY.

A survey of the art and archeology of ancient Greece. Lectures, collateral readings, and reports. No knowledge of Greek required. Open to all college students.

Offered in 1918-19.

Second semester.

2 hours.

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### LATIN

#### PROFESSOR COLLIS

The purpose of the department is to give students who major in Latin a comprehensive view of the Latin language and literature, and to familiarize them with the history, manners, and customs of the Roman people. The intelligent enjoyment of the masterpieces of Latin literature is the constant endeavor.

Four-year units are required of students who desire to enter Latin I. This work should be Latin Grammar (1); Caesar, four books (1); Cicero, 77 orations (1); Virgil, 6 books (1).

For the benefit of students who enter without the above credits in Latin, these courses are offered and may be taken and full credit received. Inasmuch as a majority of the students who enroll for this work are more mature than the average high school pupil, more than the regularly required amount of reading is usually done.

The following courses are offered if the demand is sufficient:

**Latin 1 a and 1 b.** Elements of Latin and at least the equivalent of one book of Caesar.

**Latin 2 a.** Three books of Caesar or the equivalent.

**Latin 3 a.** Selected Orations of Cicero, or Lives of Nepos, equivalent to the four orations.

**Latin 3 b.** Selections from Ovid or Vergil's Aeneid to the equivalent of three books of the latter poem.

The above work will be given college credit, provided that it has been done in Upper Iowa and the student offers at least two years of some other language.

#### LATIN I. CICERO AND TERENCE.

The *De Senectute* or *De Amicitia* of Cicero and the *Phormio* of Terence are read. Collateral readings, translation, review of inflections, and tyntax. Prose compositions one period a week.

First semester.

4 hours.

#### LATIN II. PLINY AND LIVY.

Selected Epistles of Pliny to the extent of approximately 30 Teubner pages. Selections from Livy from Books, I, XXI, and XXII.



The equivalent of 30 or more Teubner pages. Translation, study of syntax, and literary forms. Collateral readings on the periods concerned. Prose composition, one period a week.

**Second semester.**

**4 hours.**

Courses I and II are offered each year and are prerequisites to any of the succeeding courses.

### III. HORACE AND MARTIAL.

Selected Odes and Epodes of Horace. Special attention given to translation and to metrical considerations. In Martial especial attention will be directed toward the study of the life and manners of the Roman people during the Early Empire. Each student will be assigned some problem to study and to present in a paper.

Not offered in 1918-19.

**First semester.**

**3 hours.**

### IV. ROMAN SATIRE.

A study of the origin, history and development of Roman satire. Selections from the satires and epistles of Horace and the satires of Juvenal will be read by the class. Each member of the class will be assigned some reading outside of the regular work to translate in the class.

Offered in 1918-19.

**Second semester.**

**3 hours.**

### V. THE MINOR WORKS OF TACITUS.

The Agricola, Germania and dialogues will be read and carefully studied as to subject matter and literary form. The Agricola will be studied from the standpoint of encomiastic literature. Caesar's account of the Germans will be compared with that of Tacitus as found in the Germania. The development and decline of Roman oratory will be considered in connection with the dialogues.

Offered in 1918-19.

**Second semester.**

**3 hours.**

### VI. ELEGIAC POETRY.

Catullus, Propertius and Tibullus. A rapid reading course in which the major part of the poems of the above mentioned authors will be read. Practice in metrical reading and a study of literary form.

Not offered in 1918-19.

**Second semester.**

**3 hours.**

### VIII. RAPID READING COURSE.

Selections will be read from authors of all periods from the earliest to the latest, the aim being to acquaint the student with a large number of minor Latin authors. This course will also serve as the basis for a systematic study of Roman literature.

Not offered in 1918-19.

**Second semester.**

**2 hours.**

**IX. ROMAN PRIVATE LIFE.**

This course is open to all college students, and while any of the preceding courses will be of great benefit, none of them is a prerequisite of this course. A systematic study of the manners and customs of the Romans is the purpose of the course, and the lectures of the instructor will be supplemented by numerous reports and papers from members of the class. This course will be especially helpful to students who are preparing themselves to teach Latin.

Offered in 1918-19.

**First semester-**

**2 hours.**

**X. ROMAN ART AND ARCHEOLOGY.**

The aim of this course is to acquaint the student with the art and archeology of Ancient Rome. Topography of the city and the results of the excavations in and about the city and in Italy and the provinces will be considered. Lectures, collateral readings, and reports. No knowledge of Latin required.

Open to all college students.

Not offered in 1918-19.

**Second semester.**

**1 hour.**

**XI. ROMAN HISTORY.**

Students majoring in Latin may apply the course in Roman history offered by the Department of History toward their required hours for a major.

**XII. TEACHERS' TRAINING COURSE IN LATIN.**

This course is designed especially for those who intend to teach Latin. Courses I and II are a prerequisite. The History of Classical Philology, its scope and aim are briefly sketched. Some beginner's book is carefully studied, then parts of Caesar, Cicero, and Virgil are read. The viewpoint of the teacher in the secondary school is constantly kept in mind, and the difficulties in the teaching of these subjects are discussed. Actual practice in teaching under supervision of the instructor also forms part of the work.

Offered in 1918-19.

**Secondary semester.**

**2 hours.**

**XIII. PRO SEMINAR.**

This is a somewhat technical course and is open only to Seniors and Juniors. The purpose of the course is the intensive study of some particular field of Latin literature or syntax. The authors will vary from year to year, but will generally be those read in secondary schools. A knowledge of modern languages is desirable.

For the year 1918-19, Latin Syntax will be studied. The subjunctive mood will be traced from Plautus through the Vulgate. Each student will be assigned some problems to deal with.

**Throughout the year.**

**2 hours.**

**Required of Latin majors.**

## HOME ECONOMICS

PROFESSOR CONAWAY

The Department of Home Economics offers instruction for students wishing to teach this subject and for those who wish only an acquaintance with the general principles and facts of household economics. The demand for teachers in this field who are college graduates is greater than can be supplied, and it is recommended that students wishing to secure good positions supplement the Home Economics course with additional work to secure a degree.

The Domestic Science Kitchen, 23 x 65 feet, is housed on the first floor of the College Chapel. Besides being large, it is well ventilated and well lighted.

### COURSES IN HOME ECONOMICS

#### First Year

First Semester		Second Semester	
English I .....	3 hours	English I .....	2 hours
Chemistry .....	4	Chemistry .....	4
Botany .....	4	Food and Dietetics.....	4
Food and Dietetics.....	4	Textiles .....	2
Education .....	3	Education .....	3
		Sanitation .....	2

#### Second Year

First Semester		Second Semester	
Food and Dietetics .....	3 hours	Food and Dietetics.....	3 hours
Sewing II. a .....	3	Sewing II. b .....	3
Bacteriology .....	3	Teachers' Course .....	2
Food Chemistry .....	4	Physiology .....	3
Economics .....	3	Electives .....	5

### OUTLINE OF COURSES IN HOME ECONOMICS

#### I. FOOD PREPARATION.

Selection, preparation, history, manufacture, production, composition, and cost of food. Effect of heat and cold upon foods and the principles in the preparation of typical foods.

Throughout the year.

4 hours.

#### II. SANITATION AND HYGIENE.

A study of the healthful home, the best situation, house planning and interior decoration, sanitary furnishings and care. The cellar, drainage, heating, lighting, disposal of wastes, and the water supply are studied. Personal hygiene and the care of the human machine.

First semester.

2 hours.

#### III. HOUSEHOLD MANAGEMENT.

Problems in the administration of the home, and organization of the household. General technique of housekeeping, including economy in spending, division of income, household accounting, system in

the home, and buying and care of household furnishings. Home nursing and first aid.

Second semester.

2 hours.

#### IV. FOOD AND DIETETICS.

An advanced course in food economy, composition, nutritive value and digestibility of foods. Balanced and healthful diet for the aged and children. Invalid cookery. Practice teaching.

Prerequisite: Course I.

Throughout the year.

3 hours.

#### V. TEACHERS' COURSE.

Conferences, with discussions concerning the theory and best methods of presenting Home Economics are held. Practical work in demonstration and teaching beginning courses.

Prerequisite: Courses I and VI.

Throughout the year.

2 hours.

#### VI. SEWING I.

The study of textiles, with particular attention being given to cotton. The making of models of plain hand sewing, machine sewing and fancy stitches, which with the study of patterns, cutting and fitting, are applied on simple garments.

Second semester.

3 hours.

#### VI. SEWING II.

Consists of costume design with application on a wool dress made in the laboratory. The making over and repairing old garments is an important part of this course. A comparative study of wool, linen, cotton and silk is made.

Prerequisite: Sewing I.

Throughout the year.

3 hours.

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## PHYSICAL EDUCATION

LELA C. CURRAN

Classes in physical culture for women will be conducted throughout the year. The aim will be to lead each pupil to form such habits as will give the best physical foundation for a useful life,—by securing and maintaining correct bodily carriage, by providing opportunity and incentive for every student to secure physical recreation and by promoting social, moral, and mental value of games and sports.

A middy, bloomer, and heel-less shoes are required for all gymnasium work.

#### FIRST QUARTER—

- (1) Swedish exercises.
- (2) Folk-dancing.
- (3) Volley-ball.
- (4) Lectures on personal hygiene.

## SECOND QUARTER—

- (1) Calisthènics.
- (2) Plays and games.
- (3) Indoor baseball.
- (4) Basket-ball (if desired).
- (5) Folk-dancing (if desired).

## THIRD QUARTER—

- (1) General floor work.
- (2) Plays and games (continued).
- (3) Military tactics.
- (4) Indoor baseball.

## FOURTH QUARTER—

- (1) Track and field.
- (2) Plays and games (continued).
- (3) Folk-dancing.
- (5) Volley-ball.
- (4) Indoor baseball } outdoors.

**Advanced classes.**

**1 hour.**

Prerequisite: First year's gymnasium work or its equivalent.



# The Academy

PROFESSOR VAN NESS, A.M., Principal  
MISS HENDEE, MR. F. REUSSER, AND MRS. HUFTALEN

## PURPOSE

The regular work of the Academy is to prepare students to enter college. The courses are complete and when students have finished the work they will be able to enter any first class college or university.

It often happens that students are nearly ready to enter on a college course, but find it necessary to make up a little work in some branch. Such persons will find the work of the academy planned to meet their needs. It will supply exactly what they lack in their preparation.

There are others who have been compelled to stop school, but now find it possible to take up school work again. They do not fit in with public school pupils and would feel ill at ease and out of place in such surroundings. In the academy there will be no such embarrassment. They will associate with those who are like themselves and of their own age.

Some would like to secure more schooling but do not intend to take a college course. Such persons can select such classes as they are prepared to enter and continue their work in the special line that they need.

The state now requires all who wish to take the teachers' examination to have Twelve Weeks of Normal Training in an accredited school. Such instruction will be given in the academy.

Every one going into business, and in fact, into any occupation, should at least understand bookkeeping and commercial methods. The commercial courses in connection with the academy, including shorthand and typewriting, will be found to meet the most exacting demands of modern business.

## SCOPE OF THE WORK

The regular preparatory courses in the academy cover a period of four years. They are the equivalent of any first class high school courses. Instruction is given in language, mathematics, science, and like branches.

## GRADUATION

To graduate from the preparatory courses in the academy it is necessary to have 15 units, or 30 credits. Students who have already taken a part of the preparatory work are not required to go over the work again if they can show that it has been satisfactorily done.

A "credit" means one subject pursued for one semester with five recitations per week. One unit equals two credits.

### OUTLINE OF COURSE

#### GROUP I.—Required Subjects.

English	six credits
Algebra	three credits
Plane Geometry	two credits
History	two credits

#### GROUP II.—Elective. Four credits to be selected.

Latin	eight credits
Greek	four credits
German	four credits
French	four credits

There must be two years of work in some foreign language.

#### GROUP III.—Elective. Thirteen credits.

English History	one credit
American History	one credit
Geometry, Solid	one credit
Science	two credits
Civics	one credit
Economics	one credit
Botany	One credit
Higher Arithmetic	one credit
Advanced Grammar	one credit
Bookkeeping	one credit
Shorthand	one credit
Didactics	one credit

### COMMON BRANCHES

To accommodate those who may wish to review the common branches for the purpose of teaching, or for any other reason, it will be possible to secure instruction in the following subjects which properly belong to eighth grade work.

For further information send for the catalog of the academy.

Arithmetic	Reading
Grammar	Penmanship
U. S. History	Music
Geography	Domestic Science
Physiology	Agriculture
Orthography	Manual Training

# School of Commerce

ELMER A. BILLINGS, Director

An essential item in all lines of business is practical accounting. While this subject is primarily vocational, every person entering upon life's duties should understand accounts. To supply the demand for thoroughly prepared accountants, the School of Commerce offers its courses. The subjects have been carefully selected. Those who take the full course will discover that they have a degree of efficiency that will enable them to meet the present requirements of business.

The student who takes his commercial work with us will have advantages that are of considerable importance for good preparation and of general profit and pleasure in the work. Associating with students engaged in other scholastic lines of work broadens the understanding of the importance and useful things in this life and inspires to higher ideals and better preparation. The library, literary societies, lectures, and recitals that are given here as an essential part of a student's course, make this a desirable place to take this work. Athletic events add interest, and social functions give a refinement which is useful for a successful business career. All this comes in incidentally with the work of the student.

The School offers two courses that lead directly to a diploma. Those who do not wish to take a full course will get credit for such parts as they may take. These courses will give credits for college entrance or on college work.

One of the courses given is strictly along the line of business accounting. The other is along the line of stenography, office work, and verbatim reporting. These courses secure diplomas but not degrees.

It is not necessary to pass an examination to enter upon the work. The time required to complete the work depends largely upon the previous preparation of the student.

Students may enter the business courses at any time and advance as rapidly as they can finish the work. The time for entering the classes in shorthand is necessarily a little more fixed as the work is done more on the plan of class recitation.

Those who have taken some of the subjects enumerated in the courses, or the equivalent, are given advanced standing which materially shortens the time required for the course.

## COMMERCIAL COURSE

Arithmetic, Rapid Calculation, Penmanship, Spelling and Definition, English, Bookkeeping, including Partnership, Corporation Accounting, Auditing, Cost Accounting, Banking, Commercial Correspondence, Commercial Geography, Commercial Law.

Optional: Salesmanship, Economics, Civics, Sociology.

## SHORTHAND COURSE

Shorthand, Typewriting, Spelling, Penmanship, English, Commercial Correspondence, Office Practice.

Optional: Commercial Arithmetic, Rapid Calculation, Commercial Law, Commercial Geography, Economics, Civics.

# The School of Art

MARY FLORENCE OTLEY

## TWO-YEAR COURSE

The Normal Art Training course is planned for those desiring to qualify as teachers of Drawing or special teachers of Drawing and Music. Graduates receive a diploma.

### THE AIM

"The art instruction that stimulates imagination, arouses self-activity and cultivates appreciation gives the most direct benefits and has the widest and most lasting influence.

The art instruction that has less than this for its aim is limited in its educational aspect and lacking in its power to develop the child."

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#### First and second semester

##### I. PUBLIC SCHOOL DRAWING—APPLIED DESIGN.

Methods of teaching drawing and construction work in first four grades.

3 hours. 1½ hours credit.

##### II. PUBLIC SCHOOL DRAWING—APPLIED DESIGN.

Methods of teaching drawing and construction work in 5th, 6th, 7th and 8th grades.

3 hours. 1½ hours credit.

##### III. MECHANICAL DRAWING.

Charts consisting of geometric figures and projections.

3 hours. 1½ hours credit.

##### IV. STILL LIFE.

Medium. Charcoal and colored chalks.

3 hours. 1½ hours credit.

##### V. SKETCH CLASS.

2 hours. 1 hours credit.

##### VI. LETTERING.

2 hours. 1 hours credit.

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#### First and second semester

##### VII. DECORATIVE AND PICTORIAL COMPOSITION.

3 hours. 1½ hours credit.

##### VIII. MECHANICAL DRAWING.

3 hours. 1½ hours credit.

##### IX. ADVANCED STILL LIFE.

3 hours. 1½ hours credit.

## X. DESIGN.

3 hours. 1½ hours credit.

## XI. COSTUME DESIGN.

2 hours. 1 hours credit.

## XII. INTERIOR DECORATION.

3 hours. 2 hours credit.

A fee will be charged for materials.



# The School of Education

WILLIAM C. MONGOLD, A.M., Director  
MRS. HUFTALEN

## PURPOSE

The purpose of the School of Education is to organize and direct all the forces of the College of Arts and Sciences and the special departments of Art, Music, Oratory and Household Arts that may lend assistance, directly or indirectly, in the preparation of teachers and educational leaders. Its special aim is to discover young men and young women especially gifted for the profession of teaching, and train them for leadership in their departments.

In connection with the Collegiate departments, the School of Education prepares teachers for departments in High Schools, for principalships and superintendencies; in connection with the special departments of Music, Oratory, and Household Arts, it aims to develop special teachers and supervisors in these subjects; in connection with the departments of Philosophy and Religion, to produce religious educators for pulpits, Sunday-schools and Christian Association work.

## STATE CERTIFICATE

The State Department and the Educational Board of Examiners have established the following standards for State Certificates:

### I. THE NORMAL COURSE STANDARD.

Requirements for a two-year Normal Course accredited for the third grade state certificate:

1. Fifteen secondary units are required for admission.
2. The normal course must consist of seventy-two weeks' work.
3. One-fourth of the normal course shall be given to pedagogical subjects including psychology, school management, history of education, and methods of instruction.

### II. REQUIREMENTS IN PSYCHOLOGY AND EDUCATION FOR THE FIRST GRADE STATE CERTIFICATE.

1. Psychology. Six semester hours.
2. Education. Fourteen semester hours.
  - (a) Principles and science of education. Limited to eight semester hours.
  - (b) History of education. Limited to eight semester hours.
  - (c) General and special methods of teaching. Limited to four semester hours—two hours of general methods must be taken in the Department of Education.

NOTE:—Under this head accredited colleges may offer courses in methods of teaching secondary subjects to students who have made majors of these subjects.

- (d) Electives in professional courses.  
 History of Industrial and Vocational Education.  
 Child Study.  
 History of Philosophy.  
 Adolescence.  
 Organization of the High School.  
 The High School Curriculum.  
 The High School Student.  
 Secondary Education.  
 Supervision or School Administration.

Note 1: No credit will be given for any course in Education which requires less than two hours in one semester.

Note 2: A college of Liberal Arts may offer psychology as early as the sophomore year and not to exceed six semester hours of work in Education in the first two years.

### SUGGESTED COURSE IN EDUCATION FOR NORMAL STUDENTS

#### First Year

##### First Semester

Psychology I (required).  
 Education I or Education IX.  
 (Education I required; Education IX elective).

##### Second Semester

Psychology IV (elective).  
 Education IV or Education VI.  
 (electives) or Education VIII  
 (required unless Education is taken).

#### Second Year

Education III (elective).  
 Education III (required unless  
 Education VIII is elected).  
 Education XI (elective).

Psychology II (required in this  
 semester).  
 In addition may elect: Education  
 IV, VI or VIII.

NOTE:—In enrolling, Normal students will be expected to adhere to the rule that not more than 6 hours of Education and Psychology, or of Education or Psychology may be taken in any one semester, and plan their course accordingly.

# The School of Music

CHARLES DANIEL NEFF, A.B., A.M., Mus.D., Director  
EMMA EDITH GRIESEL, STELLA HAAS NEFF, REUBEN BILLS,  
AND ALMA CUTLER BROWN

## GENERAL DESIGN

It is the aim of the School of Music to produce artistic players and singers who know and love music. To this end, thorough instruction is provided in the theoretical as well as in the practical branches of the art. A full course leads to graduation, but special courses may also be taken by those who prefer to study music as an accomplishment rather than from the standpoint of others who desire to fit themselves for teaching or for a professional career.

Two courses are here outlined: The diploma course, and the post-graduate course securing the Degree of Bachelor of Music.

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## INSTRUMENTAL MUSIC

PROFESSOR NEFF

### COURSE OF STUDY

#### I. PIANOFORTE.

This course involves the following stages: Preparatory, Academic, Sub-Junior, Junior and Senior. Four years' work, or its equivalent, earns the diploma of the institution. Upon graduation, students should be fitted for responsible positions as teachers of music and should have secured a solid equipment leading to future specialization.

Fuller information and a detailed outline of the piano course will be furnished upon request.

#### II. HARMONY.

Harmony is to music what grammar is to language. It is the *sine qua non*, the indispensable part of one's study in every department of music. No one is entitled to the name "musician" who has not a thorough knowledge of harmony.

Systems of intervals. The scales, major and minor. Triads of the major and minor scales. Inversions of triads. Chords of the augmented sixth, French, German, Italian, and Neapolitan. Seventh chorus with their inversions. Chords of the ninth. Cadences. Modulation. Suspensions and retardations. Organ point. Passing tones and chords. Harmonizing melodies and inventing themes. Part writing. Chorals. Chants. The C clefs. Writing accompaniments. Ear exercises.

#### III. GENERAL THEORY.

Elements of acoustics and tone quality. Accent, tempo, rhythmic, melodies, dynamics. Treatment of themes and the transformation of motives. Musical form analyzed and explained. Description of

orchestral instruments and their distinguishing characteristics. How music should be rendered and what its significance is. Theory of interpretation. Relation of music to other forms of art. General laws and principles underlying music as a science and as an art.

#### IV. HISTORY OF MUSIC.

The study of this important branch of musical education is required of all candidates for graduation. At the same time its value as a means of general culture to students of every department of the college must be self-evident, since a goodly degree of familiarity with the men, the methods, the principles and the masterworks of which musical history treats is everywhere assumed to be one of the essential elements in the equipment of the liberally educated.

The plan of instruction in the class room has in view a combination of the recitation and lecture systems. The end to be attained involves the attempt to gain a clear knowledge as to how music reached its present state; and the emphasis is laid on the men who developed music, on the study of their works, on the factors which influenced their careers, and on the ultimate value of their labors to the art and science of music.

#### PUBLIC EXHIBITIONS, RECITALS, CONCERTS

Each year and each semester, public exhibitions will be given. The recitals will be a most valuable factor in the student's progress, while at the same time the institution and the community will not fail to recognize therein the evidences of a musical uplift.

#### FACULTY RECITALS

The teaching force of the School of Music has been greatly strengthened during the last year. Each of the principal departments, pianoforte, courses in the theory of music, voice, violin, stringed and band instruments, is in charge of a thoroughly competent instructor. Several recitals of real interest and significance are now being given by the faculty members of the School of Music each season. These activities are supplemented by the coming of eminent artists from abroad.

#### ENSEMBLE PLAYING

This is one of the important features of the course. Therein are to be found indispensable elements of musical culture, to be secured through no other method of training. Students who are sufficiently advanced are required to perform in public, not only in solo numbers, but also in four-hand, six-hand, and eight-hand pieces. Through such a medium is mind sharpened on mind, and ability matched against ability.

#### MEMORIZATION

In the pianoforte department, one of the prime requirements is that much of the material used in study throughout the course shall



be memorized. The first-class pianists of Europe and America invariably play their entire programmes from memory. Rubinstein had a memorized repertoire of more than a thousand compositions. Only when the student has thoroughly committed his music to memory does his playing begin to assume the character of improvisation and to take on that freedom, spontaneity and subtleness of touch and tone which alone render artistic results possible on the piano. The student playing without notes has been obliged to make a careful and critical study of every detail of notation, fingering, expression, phrasing, melody, rhythm and dynamics.

### INSTRUMENTS

The College is equipped with eleven pianos, several of which are available to students for practice and may be rented at reasonable rates. They are regularly tuned. There are also two organs. Seven of the pianos are grands.

The Director's own instrument, on which his lessons are given, is a splendid Chickering concert grand piano.

A Steinway orchestral grand piano is a part of the equipment of the School of Music. This superb instrument, the type used by the great concert pianists of Europe and America, affords facilities for concert work by the students here, such as are rarely to be found outside of the large cities.

Pipe organ students will find an instrument adequate to their needs in the Estey two-manual pedal organ, which was added to the equipment of the School of Music in November, 1917. The pipe organ in the Methodist church is also available.

### REQUIREMENTS FOR GRADUATION

Four semesters of Harmony, two semesters of the Music Students' Club Extension Course, embracing History and the study and performance of the works of the standard composers, together with one and a half semesters of Theory, are required of candidates for graduation. The study of languages, especially German and French, is of very great importance to the pianist, organist, and composer.

The complete course extends through four years in the instrumental and theoretical departments. Two years of post-graduate work are provided for the higher development of artistic and concert playing and for the further pursuit of studies in general history.

### BACHELOR OF MUSIC

#### Post Graduate Course of Two Years

Upper Iowa University confers the Degree of Bachelor of Music upon graduates of the School of Music who complete two years post-graduate work, as follows:

#### DEGREE COURSE IN PIANOFORTE

1. Completion of the Diploma Course in Pianoforte.

Thirty semester hours of college credit in the Liberal Arts College.



2. Two full years of advanced Pianoforte.  
One full year of work, elective in either Organ, Singing, Public School Music, or Violin.
3. One year of Advanced Harmony.  
One year of Musical Form and Analysis.  
The Theory of Interpretation.
4. Two public recitals, from memory, of compositions of virtuoso calibre.

## VOICE DEPARTMENT

### MISS GRIESEL

The proper cultivation and training of the human voice has value not only from the musical point of view, but also from the physical, mental, and emotional. The physical advantages to be gained cannot be overestimated, for the strengthening of the lungs and respiratory mechanism is of prime importance to health. Breath control, which all singers must acquire, leads directly to nerve control and self-control, exercising a profound influence upon character. Intellectually, singing excels in its disciplinary effect, and is also the most refined form of mental recreation.

No subject can equal singing as a means of emotional training. Perfect mental development cannot be attained without emotional culture, and it is in this field that singing excels, for it is a means of exercising, regulating, harmonizing and purifying the emotional nature, thus creating a condition of emotional harmony. Thus singing proves itself to have far-reaching effects upon thought, feeling, and action.

The courses of study to be followed in voice culture must be adapted to the particular needs of individual pupils, as the nature of the human voice, covering as it does so many uses, requires individual treatment by the refined teacher. The course includes a mastery of all the technical difficulties, with special attention to breath control, tone placing and production, enunciation and interpretation.

Private recitals are given every two weeks, thus affording pupils the opportunity to acquire poise, and also enlarge their knowledge of good vocal music. After experience in private recitals, pupils are presented in public recitals.

#### REQUIREMENTS FOR UNDERGRADUATION (JUNIOR)—

1. A degree of vocal proficiency satisfactory to the instructor, and the creditable rendering of a small public program.
2. History of Music, one year; Harmony, one year; Ear Training, one-half year.

#### REQUIREMENTS FOR GRADUATION (SENIOR)—

1. The completion of voice culture as recommended by the instructor; the public rendering of a full program of the more difficult works, including Oratorio, and Grand Opera Selections; one year's

experience in Vocal Ensemble; and a High School education, or its equivalent.

2. Harmony, second year; History, second year.

### VOCAL ENSEMBLE

The Girls' and Men's Glee Clubs offer opportunity for experience in chorus singing. These organizations give public concerts during the spring season.

### PUBLIC SCHOOL MUSIC

In response to a continued demand throughout the country for Supervisors of Music in the public schools, there is offered a course of instruction in Public School Music, for which a certificate will be given. The course is as follows:

1. Public School Music, one year, two hour lessons weekly.
2. Sight Singing and Ear Training, one year, one hour lesson weekly.
3. History of Music, one year.
4. Harmony, one year.

These lessons include Methods of Public School Music, the Study of the Child Voice, Conducting, how to Teach Monotones, the classification of Children's Voices, the Boy's Voice, Orchestra, High School Music, Practice Teaching, Entertainments and Festivals, and Music Appreciation.

### VIOLIN

#### ALMA CUTLER BROWN

During the entire course in violin, and especially at the beginning, stress is laid on the correct position of body, instrument, and bow. As soon as the student becomes proficient, ample opportunity is given for public work, both in the regular orchestra rehearsals and in public concerts.

The following course is subject to change to meet the needs of the student.

VIOLIN A. Etudes by Schubert, Herman, and others. Easy solos, duets, trios, quartettes, etc., introduced as soon as practicable.

VIOLIN B. A continuation of Course A. Etudes, concertos by leading composers taken up for study. Solos are selected suitable to the advancement of the student.

VIOLIN C. An advanced course. Etudes by Kreutzer, Sevcik, and others. Concertos by DeBeriot, Mendelssohn, and Godard. Sonatas by Handel, Bach, Schumann, and Grieg.

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### BAND AND ORCHESTRA

Professor Reuben Bills, a competent and experienced bandmaster, has been put in charge of this work. The band of twenty-five pieces rehearses once a week.

The college orchestra also meets once each week. The Director is Mrs. Alma Cutler Brown.

# The School of Oratory

MARGARET JAYNE COLLETT, A.B., Director

The School stands primarily for personal culture—the best and highest development of the individual. It recognizes that social, professional or commercial success depends largely upon effective personality—that a cultured and noble manhood and womanhood is the *summum bonum* of all education. It therefore devotes itself to the great privilege of awakening the student of expression to a realization of his God-given potentialities, and to the service of guiding and assisting him in his growth and progress. Yet, apart from the general culture accorded, the technique of all its courses is designed to serve the needs of the student in a thoroughly practical way, and is adapted to those who desire special training as readers, lecturers, clergymen, lawyers, dramatic artists, and teachers.

Eight hours' credit in the School of Oratory may be counted as elective in any collegiate course.

Upon the attainment of a high degree of efficiency, through the two years of study outlined for this Department, a diploma will be awarded.

Special courses may also be pursued by those who are not planning for a professional career.

## GENERAL COURSE

### I. VOICE CULTURE.

Exercises for voice building, placing, flexibility, and resonance. The aim is to bring out the natural qualities of the voice, to free it from inherited or acquired mannerisms, and to cultivate a clear, resonant tone.

1. Voice Culture. Preparatory exercises for muscular development. Breathing. Shakespearean method as applied to the speaking voice. Emission of tone. Cultivation of mobility of vocal organs. Development of slides. Increase of range of voice. Study of elementary English sounds.

**First semester.**

**2 hours.**

2. Voice Culture. Ear training. Cultivation of resonance. Responsiveness of voice to emotion. Tone modulation. Tone color.

Prerequisite: Voice 1.

**Second semester.**

**2 hours.**

### II. ORAL EXPRESSION.

This work is based upon psychological principles. Literature of a high class arranged to follow the development of the mind in expression is used, the aim being to cultivate a natural, direct, and intelligent style, which will express the student's individuality and yet be in harmony with the emotion of the selection.

3. Expression. Text: Psychological Development of Expression, Volume I. Fundamental principles of expression. Intellectual conception. Development of power to read lines. Training of eye. Cultivation of imagination. Picturing.

**First semester.**

**2 hours.**

4. Expression. Continuation of Expression 3. Studies in expression of simple emotions. Studies for abandon. Series of studies for directness and animation in reading and speaking. Simplicity and naturalness.

Prerequisite: Expression 3.

**Second semester.**

**2 hours.**

5. Expression. Text: Psychological Development of Expression, Volume II. Studies for vividness of imagery. Studies in social emotion. Relation of reader to imagery. Relation of reader to audience. Commanding attention.

Prerequisite: Expression 3 and 4.

**First semester.**

**2 hours.**

6. Expression. Continuation of Expression 5. Studies in light and shade. Subtlety. Studies in fulfillment of author's purpose. Studies in atmosphere. Power in expression.

Prerequisite: Expression 3, 4 and 5.

**Second semester.**

**2 hours.**

### III. DRAMATIC ART.

Preliminary to the study and presentation of plays, a series of lessons in life study and personation is given, followed by character studies from Dickens with physical representation of the same. Dramatic scenes are then given, together with a study of stage etiquette, deportment, and business. Later more advanced work in modern drama and scenes from Shakespearean plays are presented.

7. Dramatic Art. Life study and personation. Study of character from life, written sketches and physical representation together with monologues in character. Studies of character from Dickens; written sketches, physical representation, and dramatic scenes.

**First semester.**

**2 hours.**

8. Dramatic Art. Study and presentation of good modern plays. Character studies. Dramatic action. Stage deportment and etiquette.

Prerequisite: Dramatic Art 7.

**Second semester.**

**2 hours.**

9. Dramatic Art. Analytic and literary study of selected plays from Shakespeare. Study of plot: Character analysis. Presentation with stage business.

Prerequisite: Dramatic Art 7 and 8.

**First semester.**

**2 hours.**

10. Dramatic Art. Continuation of Dramatic Art 9, with a view to public presentation of drama.

Prerequisites: Dramatic Art 7, 8, 9.

**Second semester.**

**2 hours.**



#### IV. STORY TELLING.

One of the oldest of arts, now recognized as a dignified and legitimate art of entertainment. It is also considered an educational factor in the life of a child, being the means of interesting the young in history, science and literature, as well as inculcating lessons of morality and ethics.

11. Story Telling. Principles of story telling studied. Psychological reasons for selected stories for different periods of childhood. Fairy tales, folk lore, fables, Bible stories, myths, legends, allegory, and dramatic stories. Individual practice with criticisms and suggestions.

**First semester.**

**2 hours.**

12. Adaptation of the story for older people. Emphasis put on the selection and delivery of stories in speeches. Practical work in re-telling stories of opera, short stories and novels of note.

**Second semester.**

**2 hours.**

#### V. REPERTOIRE.

This course gives the student practical experience in rendering selections before a sympathetic yet critical audience, and also the privilege of hearing others give their interpretations.

13. Repertoire. Listening to interpretation of selections by others. Practice in rendering different forms of literature, including short story, monologue, lyric poetry, and dramatic composition with criticism and suggestions.

**First semester.**

**2 hours.**

14. Repertoire. Continuation of Course 12, which is a prerequisite.

**Second semester.**

**2 hours.**

#### VI. PRACTICAL PUBLIC SPEAKING.

15. This course offers a maximum of practical training with the minimum of theory through analysis and interpretation of great orations and actual practice in their oral presentation. The principles involved in the construction of a speech and the means of interesting, instructing, and convincing an audience and moving them to action. Practical work in the preparation of speeches based on definite outlines.

**First semester.**

**2 hours.**

16. Speeches on many practical subjects, including social, economic and political problems, and speeches suitable for various occasions are carefully prepared and delivered. Simplicity, directness, attractiveness, appeal, fervor, persuasiveness and power are qualities sought in delivery. One original oration is required.

**Second semester.**

**2 hours.**

#### VII. ARGUMENTATION AND DEBATING.

These courses aim to cultivate the power to think clearly, methodically, and logically; to form quickly effective ideas, and to pre-



sent them in a convincing manner; in brief, to make plain and usable to the student the science of debating.

17. Principles of Argumentation and Brief Drawing.

Presents a thorough study of the principles of argumentation and debating, and actual training in the preparation of briefs for debate upon assigned subjects.

First semester.

2 hours.

18. The Technique of Debating.

A continuation of Course 17. Deals with the technique of debating—the marshalling of evidence—the consideration of the admissibility and worth of various kinds of evidence—inductive and deductive argument—fallacies—principles and qualities of style—persuasion—arousing the emotions—appealing to the intellect—platform deportment. Instruction is gained through actual classroom debates upon current problems.

Second semester

2 hours.

VIII. PRIVATE STUDY.

19. Private Lessons.

Selections adapted to the student's growth and suitable for public presentation will be prescribed and receive the individual attention of the instructor.

First semester.

1 hour.

20. Private Lessons.

Continuation of Course 19, which is a prerequisite.

Second semester.

1 hour.

21. Private Lessons.

Continuation of Course 20, which is a prerequisite.

First semester.

1 hour.

22. Private Lessons.

Continuation of Course 21, which is a prerequisite.

Second semester.

1 hour.

COURSE OF STUDY FOR GRADUATION FROM  
THE SCHOOL OF ORATORY

First Year		Second Year	
English .....	8	English .....	8
Elective .....	8	Elective .....	8
Oral Expression (3) (4).....	4	Oral Expression (5) (6).....	4
Dramatic Art (7) (8).....	4	Dramatic Art (9) (10).....	4
Story Telling (11) (12).....	4	Repertoire (13) (14).....	4
Private Lessons (19) (20).....	2	Private Lessons (21) (22).....	2

NOTE:—Candidates for graduation are urged but not required to elect Practical Public Speaking, Debate, and Physical Culture.

# General Information

## LOCATION

Upper Iowa University is located in Fayette, one of the prettiest and most healthful towns of Northeastern Iowa. A river and river bluffs; a circular basin with a knoll in the center for the college campus; neat houses with trim lawns; streets lined with beautiful elms and maples; with excellent water, and modern facilities for water supply to every house; with electric lights, a complete sewerage system, and a good beginning in paving the principal streets; with a live commercial club and a class of people having high standards and ideals, and no saloons in all its history—this is Fayette, for over sixty years the home of the Upper Iowa University.

## HOW TO REACH FAYETTE

With over 300,000 automobiles in Iowa, modern travel has been revolutionized.

Not very many years ago the town that was not located on the sea coast or on some navigable river was called inaccessible. Then the railroad had its day. But this is the day of the automobile.

Fayette is 18 miles from Oelwein, one of the important railroad centers of Iowa. The Chicago, Milwaukee and St. Paul Railway connects Fayette directly with Cedar Rapids, Manchester, Dubuque, and Davenport on the south and east, and with St. Paul, Minneapolis, Calmar, Charles City, Mason City on the north and west. There are four passenger trains a day on the C. M. & St. P. Passengers leave Fayette at 4:12 P. M. and reach Chicago at 6:30 A. M. the following morning. The connections with Dubuque are equally good, permitting the traveler to leave Fayette at 6:30 A. M. and reach Dubuque at 10:00 A. M. A twenty-minute ride to Randalia gives direct connections with Oelwein, Waterloo, West Union, and Decorah, on the Chicago, Rock Island, and Pacific Railroad. Both the C. M. & St. Paul and the C. R. I. & P. connect with the Chicago Great Western, the Illinois Central, and other trunk lines running east and west.

## CAMPUS AND BUILDINGS

The **College Campus** of fourteen acres is situated on a magnificent elevation in the center of the town.

The buildings on the campus are:

(1) **College Hall** contains many of the recitation rooms and the music and art departments. This historic old building, the first one erected upon the campus, is a fine specimen of pure colonial architecture.

(2) **South Hall** offers a home for forty young women and dining-room facilities for sixty boarders.

(3) **Science Hall** contains the laboratories and lecture rooms of the departments of chemistry, physics, zoology, botany, geology, and the museum.

(4) **Chapel**, used for the daily chapel service, lectures, public and musical entertainments. The basement of this building contains the Department of Home Economics and a Banquet Hall.

(5) **The Gymnasium**, erected by the Christian Associations.

(6) **The "David B. Henderson Library,"** the gift of Andrew Carnegie in memory of this former son of Upper Iowa University.

## THE LIBRARY

For many years the library was housed in College Hall. In January, 1901, Mr. Andrew Carnegie gave funds for the purpose of erecting a modern building, stipulating only that it should bear the name of Colonel David Brenner Henderson, Ex-Speaker of the National House of Representatives, an honored alumnus of Upper Iowa University.

This building, which is two stories above a high basement, is constructed of light pressed brick trimmed with Niagara stone. It is eighty-seven feet long by seventy feet broad, with a commodious stack room in the rear. It provides large reading rooms, adequate cloak and store rooms, and also two lecture rooms. It also furnishes two fine literary society halls.

The library contains about fourteen thousand volumes;

and the books are classified according to improved library methods.

A large number of the best periodicals and newspapers are on file.

## LABORATORIES AND MUSEUM

**The Biological Laboratories.** The entire second floor of Science Hall is devoted to the work in Biology. In addition to the class-room there are commodious and well-lighted laboratories for both elementary and advanced classes, a private laboratory for the Professor, and other rooms. The laboratories are equipped with work tables, a set of individual drawers for the use of students, water and electric lights.

The first year laboratory has a sufficient number of tables to accommodate about twenty-five students at one time, while the advanced laboratories are so arranged as to give each student an individual table.

The equipment consists of microscopes, both simple and compound, of Bausch and Lomb and Leitz makers, a Zimmermann rotary microtome, hand microtome, microtome accessories such as cameralucida and micrometers, sterilizing oven, glassware, reagents and other equipment for histological work and anatomical models, and preparations. There is also a projection lantern and series of slides. New equipment is added from time to time to meet new demands upon the laboratory.

A departmental library is maintained in which is found a number of carefully selected reference works, the number to which is increased from year to year. The laboratory receives regularly the "American Naturalist" and the "Biological Bulletin."

The herbarium contains about one thousand sheets of spermatophyta, a large proportion of which formed the herbarium of the late Dr. C. C. Parker. This collection is especially rich in local species. The lower plants are also represented by specimens from various localities. The zoological collection contains representatives of the various phyla of animals, but as many of the specimens belong to the museum they will be mentioned in greater detail in that connection.

**The Chemical Laboratory** is located on the east side of the first floor of Science Hall. The west side contains the lecture room, equipped with new hardwood chairs, lecture table, and is supplied with water and gas for experimental purposes. The lecture room also accommodates the Mrs. George Lull Chemical Library, recently enlarged through the generosity of Mrs. George Lull of Postville, Iowa. The library contains a complete bound set of the "Journal of the American Chemical Society," 1876-1917. Our files of the "American Chemical Journal" are almost complete. Besides monthly issues of the "Journal of the American Society," "Chemical Engineering" and bi-monthly issues of "Chemical Abstracts," which are regularly received, there are numerous works of reference both of a general nature and those that deal with special phases of physics and chemistry.

The general chemical laboratory contains forty desks and sufficient apparatus to adequately equip them. Water and gas are accessible to all and hoods are provided to carry off objectionable vapors.

The laboratory for advanced students in chemistry occupies the southeast corner of Science Hall. It is provided with a finely finished solid oak construction desk to accommodate sixteen students. It is equipped with soapstone sinks and Chapman pumps for filtering.

All the laboratories are supplied with a thirty-volt ten-ampere direct electric current and with blaugas used in the bunsen burners.

An extensive store room supplies students with the apparatus and materials needed.

**The Physical Laboratory** occupies the southwest corner of the first floor of Science Hall. It is fitted with gas and water and direct electric current. The electric current is furnished by a new motor generator set. It was manufactured by the Westinghouse Electric and Motor Co. The motor uses the alternating current, is  $\frac{1}{2}$  H. P., 200 volt, and 3.47 amperes. The generator supplies a direct current of 10 amperes and 30 volts. The current is used in electrolysis experiments, electrometallurgy, experimental and charging storage batteries. The set was presented to the laboratory



by Hon. Christian Miller of Clermont and Mr. Fred E. Finch of Fayette.

Apparatus and materials needed by students are kept in cabinets in the store room which is immediately adjacent.

Recently, nearly two thousand dollars in new physical apparatus has been installed. The addition includes pieces of the latest design and best finish obtainable, used in mechanics, heat, electricity, sound and light, such as: Atwood machine; laws of impact apparatus; composition of force table; demonstration balance; reading telescope; Young's Modulus apparatus; inertia apparatus; Torsion apparatus; centrifugal force machine; water motor; Boyles Law apparatus; air thermometer; law of cooling apparatus, psychrometer; coincidence pendulum; a magnetometer; earth inductor; Braun's electrometer; voltmeters; apparatus for mapping electrical fields of force; D'Arsonval galvanometers; ballistic coils; post-office resistance box and Wheatstone bridge combined; Rheostats; electric calorimeter; temperature coefficient apparatus; standard mica condensers, single and subdivided; ammeters and voltmeters; sound reflectors; Lummer-Brodhan photometer; diffraction gratings; spectrometer; Noerrenberg polarisation apparatus; Galton's whistle, and many other new pieces.

In the departmental library are to be found a goodly number of volumes used in reference work by the students.

**The Museum** occupies the third floor of Science Hall. The collections are chiefly zoological, geological and objects of ethnological and historic interest. Many of the specimens were received from the Smithsonian Institute, while other important collections represent the work of members of the faculty and student body, or were donated by friends of the College.

The zoological collections contain numerous marine fish and invertebrates, mounted birds and mammals, a collection of insects, and other specimens which are a valuable adjunct to the laboratory equipment. Of the collections which deserve especial notice are a fine series of birds' eggs, chiefly local, and a good working conchological collection.

The geological collection includes a good working series

of minerals and rock forms, and materials for the study of dynamical and structural geology. The common Devonian and Silurian fossils of Iowa are well represented. There is also a valuable series of fossil plants from the carboniferous strata of Pennsylvania.

Besides a series of casts of North American Indian implements the anthropological collections deserving mention are a series of specimens from New Mexico donated by Dr. A. E. Bennett, and a collection of domestic utensils, fabrics, wearing apparel, musical instruments and weapons of warfare from the Philippine Islands. This last collection is the gift of the Rev. Ernest S. Lyon.

### GYMNASIUM AND ATHLETICS

The purpose of physical training is to cultivate in the student a sound and strong physique—one that will serve as a physical foundation for a vigorous and useful life.

Superior work is done in basket-ball, and excellent teams are maintained.

The outdoor work consists of football, baseball, field and track athletics, and tennis. Two new tennis courts have recently been built.

The southeast quarter of the campus has been set apart for athletic purposes. The track and athletic grounds are in prime condition.

Upper Iowa has succeeded in winning all her contests this year in both football and basketball, and therefore has the right to the State championship.

The control of athletics is vested in a Board composed of representatives from the four college classes and a resident alumnus of the College. The Board is incorporated and holds regular monthly meetings. It is thoroughly awake to the great benefits of athletics, as it is also to the tendency toward "professionalism" and, while it strives to maintain a healthy and lively interest in physical training, it guards against the attendant evils.

In the spring of 1911 the student body petitioned the Board of Trustees to collect, through the Treasurer's office, a student activity fee from every student to be used for the

support of intercollegiate athletics, debate, oratory, etc. They voluntarily agreed to make that fee \$5.00 for the year 1910-11, and asked that the plan be made permanent. At the meeting of the Board of Trustees in June the petition of the students was granted.

### **Board of Athletic Control**

Professor O. E. Lowman, chairman; Dr. J. E. Dorman, Paul Nagel, Wilson Carrothers, Archie Gray, George Walrath.

### **Officers of Athletic Teams**

Dr. J. E. Dorman, coach and director; Archie Gray, captain of football team; Samuel Manuel, Jr., captain of basketball team; Wilson Carrothers, captain of baseball team.

## **RELIGIOUS CULTURE**

The College was founded by Christian men,—men who believed that the highest development of the mind can be secured only through an unwavering loyalty to the great principles of Christianity. Throughout the sixty-three years of its history the College has been true to the ideal of its founders. It is under the patronage of the Methodist Episcopal Church, but is in no sense of the term a sectarian institution.

Chapel services are conducted daily in the College Chapel, at which all students are expected to be present. On Sunday students are expected to attend at least one service at one of the churches in town.

Convocation Services are held at intervals during the academic year.

There are in the College two Christian Associations, one composed of young men; the other of young women. These associations are strong factors in the religious activity of the students. Each holds a weekly prayer service.

The Young Women's Christian Association meets on Wednesday evening, and the Young Men's Christian Association on Thursday evening.

During all its history, the College has exerted a potent religious influence and has contributed to the ranks of relig-

ious leaders some of the ablest and most devoted men and women of the past half century.

### STUDENT ORGANIZATIONS

**The Young Men's Christian Association** holds a regular devotional meeting each Thursday evening. It is the earnest desire of the Association to help its members to reach a higher standard of Christian experience. It has special classes organized for Bible and missionary study under efficient teachers. Young men coming to the College for the first time will receive a cordial welcome from the members of the Association. Committees wearing the badge of the Association meet all trains and stages at the opening of each semester, and will furnish new students any information or help that may be desired.

**The Young Women's Christian Association**, whose object is the development of Christian character in its members and the prosecution of Christian work, principally among the young women of the College, was organized in Upper Iowa University in September, 1885. Since that time the Association work has been carried on by strong Christian young women, who have grown to appreciate the responsibility and at the same time the possibilities of the Christian element in college life. This is led by the young women of the Association and is a great source of strength and inspiration. Bible study, one of the most important phases of Association work, is carried on with success. Scarcely less important than Bible study is the missionary work, which is zealously pushed forward by the combined effort and co-operation of the two Christian Associations. The Associations are supporting a native pastor in India and aiding a Japanese alumnus of the College in his further preparation for teaching God's Word in his native land. At least once each semester a reception for the young women of the College is held, besides a general reception which is held in the library. It is the aim of the Association to contribute to the religious development of every young woman who enters the College.

**Literary Societies.** The students in the College of Liberal Arts have organized four literary societies,—The Philomathean, organized in 1857, and the Zethegathean, organized



in 1861, for young men; and the Aonia, organized in 1857, and the Zeta Alpha, organized in 1882, for young women. These societies occupy handsomely furnished halls in the David B. Henderson Library Building. The purpose of these societies is to produce skill in parliamentary law, debate, writing, oratory, and other literary work.

**Forensic League.** A prominent feature of the life in the College is the attention which students give to debates. Frequent contests take place in the literary societies. The great home contest of the year is the series of preliminary debates leading to the selection of the teams for the inter-collegiate contests. For the best debater in College, Mr. Robert W. Boyce, of Seattle, Wash., offers a prize of twenty-five dollars. Inter-collegiate debates are held with two or more colleges each year. These debates are under the control of the Forensic League.

**The Collegian** established in 1883 is our college student publication.

**The Annual**, called the "Peacock," published each year by the Junior Class, gives a most interesting inside view of college life as seen through student eyes.

### PRIZES

**The Sarah Houghton Fawcett Prize** of Fifty Dollars, founded by the late Rev. William Fawcett, D.D., in memory of his deceased wife, Mrs. Sarah Houghton Fawcett, is awarded annually for the best English oration,—matter, style and delivery being taken into account. The orations are limited to two thousand words and must be submitted to the Professor of English at least two weeks before the contests. The contest is held in the fall of the year, and the winner is the representative of the College at the inter-collegiate contest. The prize is open to all students. Helen V. Platt won the prize in 1918.

**The Kenyon Scholarship Prize.** Mrs. Wm. S. Kenyon, of Fort Dodge, wife of United States Senator Wm. S. Kenyon, offers annually a prize of Fifty Dollars for excellence in Scholarship. The prize is awarded at each Commencement to that member of the graduating class who has attained the highest average standing in Scholarship during the four years



of the college course. The prize for 1918 was awarded to Gladys Moore.

**The Joseph F. Cass Scholarship Prize.** Mr. Joseph F. Cass has established a scholarship prize open to all students of the College of Liberal Arts. It is the purpose of Mr. Cass to aid the winner of this prize by providing a trip of educational value. The prize for 1919 consists of \$100.00 in cash. Last year the prize was won by Marian Emma Colegrove.

**The John Andrew Holmes Prize.** The Rev. John A. Holmes, '95, has established a prize of twenty-five dollars for excellence in training leading to good citizenship. This contest is open to all students of the College of Liberal Arts. This contest is to take place before the fall elections.

**The Iowa Sons of the American Revolution Medal.** A medal is awarded by the Iowa Sons of the American Revolution to the student having the best standing in American History. The winner in 1918 was Elizabeth Upton.

**The Mrs. J. H. Boyce Prize.** Mr. Robert Wilber Boyce, of Seattle, Wash., has established a prize in honor of his mother, Mrs. J. H. Boyce, of Fayette, Iowa, for the best debater in College. The conditions under which the contest is held and the prize awarded are determined by the Faculty of the College. The contest this year was held March 10th, 1919. Sixteen young men entered the debate. First honors were given to Burdette Brown, second place to Clayton Nelson, and third to Donald Colegrove.

No student who has won the first prize in the Fawcett or Boyce contests shall be eligible to receive said prize (or other cash prizes incident to these contests) again, but this is not to be interpreted as debarring said winner from entering any of these contests for a place on teams or to represent the school.

### SCHOLARSHIPS

The following scholarships, endowed with \$1,000 each, have been established for the purpose of educating worthy young men and women:

**The George H. and Lavina C. Garrison Scholarship,** established by the persons named.

The Mrs. S. J. Lorimer Scholarship, established by the person named.

**Trustees' Scholarships.** Several scholarships are provided by the Board of Trustees, to be granted to worthy students.

### SUGGESTIONS TO NEW STUDENTS

1. Students living on the main lines of the Chicago, Milwaukee & St. Paul Railway, in Iowa, come direct to Fayette from either the north or south. Those living on the "Volga Branch" of this same road should drive from Lima, five miles east of Fayette. A stage runs from Randalia (on the Chicago, Rock Island and Pacific Railway), five miles to the west, to Fayette. All who come by the Illinois Central should change at Delaware, or at Manchester, while those living on the Chicago Great Western may change either at Oneida Junction or at New Hampton, or Oelwein.

2. Each student should bring his certificate of scholarship. The standard of admission to college is uniform throughout the State. Graduates from high schools or academies, whether such schools be fully or partially accredited, may obtain a blank on which the principal of the school will make a record of all work done. The text-book used, the number of terms or semesters of work, the number of hours per week, and the grades received will be given. These blanks may be obtained from the President or the Registrar. These certificates from accredited schools are accepted in lieu of examination in all work to which they certify. New students should not fail to bring this certificate, as it will save much time and trouble at registration time.

3. Members of the Reception Committee of the Young Men's and Young Women's Christian Association will meet all trains during the opening days of each semester to greet new students and look after their welfare. Rely on them for any needed information. Call on them and make their hall your headquarters until you are settled.

4. During the opening of each semester the President's office, in the David B. Henderson Library Building, will be open from 7:30 A.M. to 12:00 M. and from 1:00 to 6:00 P.M.

Every new student should go first to the President's office and secure the matriculation card. He should then pass to the Registration Committee, where his credits will be canvassed, and his schedule of work for the semester made out. He will then pass to the Treasurer and pay his quarter's tuition fee, whereupon he is admitted to all the privileges of the college.

### **SOCIAL LIFE OF THE COLLEGE**

Upper Iowa University has always been consistently democratic in its social life. Real worth, not material wealth, is the ideal of the College. This social life is largely directed by the historic literary societies, the class organizations, the Young Men's and Young Women's Christian Association, with the advice and general supervision of the Dean of Men, the Dean of Women, and class advisers.

Traditional social events are the Receptions of the Christian Associations, the President's Receptions, the Class Banquet, the Home-coming Banquet, the Campus Day Picnic, and the President's Dinner in honor of the Senior Class.

The aim of all this is not social dissipation, but rational social recreation and the cultivation of the social poise and bearing that constitute such an important factor in happiness and success everywhere.

### **LECTURES AND RECITALS**

The Ladies' Professorship Association has for many years maintained a lecture course of the very highest standard. The greatest lecturers on the American platform and the leading musicians and entertainers are secured for this course. Thus, at a very moderate cost, our students and citizens have the opportunity to hear the most famous men and women in public life.

The School of Music gives many recitals, concerts, interpretive lecture-recitals, and other musical entertainments.

The School of Oratory puts on each year a Senior Class Play and a Dramatic Art Play of the very highest order.

Besides these there are inter-collegiate debates, convocation addresses, oratorical contests, and a commencement program filled with the best of entertainment and instruction

## GRADES AND EXAMINATIONS

The system of marking adopted by the Faculty is as follows:

Ab—Absent from class.	B —80-85%.
Ch—Absent from chapel.	C+—75-80%.
A+—95-100%.	C —70-75%.
A —90-95%.	D —Failure.
B+—85-90%.	

Each student is expected to carry at least twelve hours of work. No student is allowed to schedule for work in excess of sixteen hours per week except by special permission. Such permission will not be granted to students not maintaining high class grades.

Students who fail to make passing grades in one-half their work must obtain the consent of the Registration Committee to enroll for the work of the following semester.

Examinations are given at the close of each semester. Students whose work is incomplete or who fail to receive passing grade must make up the work within one month or repeat the course. A special fee will be charged students for special examinations.

A report of each student's record is sent to parents at the close of the semester.

## GOVERNMENT

The aim of the College is to so develop young men and women that they may realize their highest ideals and possibilities. College students are as a rule earnest young people who are facing life with vision, hope, and courage. The Upper Iowa University aims to attract such as students, and such students have little need of outer rules and regulations, for they are eager to obey the higher "inner law," and are willing to regulate their lives by the accepted rules of right conduct and to observe the unwritten social and moral rules of all Christian communities.

But all young people, whether at home or away from home, must face very serious temptations, and they need advice and sympathetic supervision. This kind of supervision it is the duty of the college to give.



The aim in the administration of college government is to lead all students to regard themselves as responsible for good order. Students must learn to control themselves if they desire to become leaders of their fellowmen. The training in self-government is considered no small part of the value of a college education. The years that students spend in college coincide with the period of greatest rapidity in character building.

These facts justify the expectation of our patrons that we provide for their sons and daughters a safe and helpful moral environment during this critical period of life. The college seeks to do this in a systematic way by interesting itself in the life and work of every student. Through all members of the Faculty it stands in personal relation of counsel to all who need assistance, and of warning to check any tendency to carelessness in work or habit that may manifest itself. The college solicits the patronage of all who are disposed to regard with respect the rightful authority of the institution and insists on such conduct as becomes the high privilege of students in a Christian college.

Young women students are under the supervision of the Dean of Women, Mrs. May R. Troy. Mrs. Troy is a graduate of the college, a noble, Christian woman, with large experience as a pastor's wife in dealing with young people.

Young men are under the general supervision of Dr. J. W. Dickman, Dean of the College.

Students are expected to observe the regulations of the Faculty in regard to rooming places, absence from town, hours of quiet, attendance at recitations. Those who persistently violate these reasonable requirements, who neglect their studies and bring reproach upon the institution by their conduct will be dismissed.

Rooming houses must be approved by the Faculty and shall be conducted under the regulations made by the College authorities. The houses where young women room are under the special supervision of the Dean of Women.

### **SOUTH HALL**

South Hall, conveniently located on the campus, furnishes pleasant accommodations for about forty young ladies.



The building is steam heated and lighted with electricity, and is provided with bath room, hot and cold water, and other modern conveniences.

Each room is 12x14 with closet 3x7, and furnished with sanitary cot, table, chairs, and rug. Sheets and pillow cases may be rented at a small fee at the Hall or they may be brought from home. Each young woman should bring one blanket, one comforter, one spread, one pillow, and such other things as may contribute to the comfort and pleasantness of the room.

The rent for rooms in South Hall varies according to location, from 75c to \$1.00 per week for each occupant when two persons occupy the room. Steam heat for each room is \$5.00 for each semester for each occupant. Electric lights will be charged per month for each light, and students furnish their own bulbs. Any damage to the furniture or room must be paid by the occupants of the room.

If a student desires to room alone, double rates will be charged. If a student rooms alone because it happens that there is no roommate for her, the regular rates will be charged, and such person must be in readiness to accept a roommate as soon as one comes. In all cases an effort will be made to place congenial persons together. It is best for students to settle the matter of roommates themselves so far as possible.

These rooms are centrally situated and are well lighted and ventilated. All arrangements of hours for meals and other conditions are planned for the accomplishment of the best school work.

Application for rooms should be made to Mrs. May R. Troy, Dean of Women, Fayette, Iowa. If any one has a choice of rooms she should apply early, as choice of rooms will be given in the order of application. A room will be considered as engaged, and will be held for the applicant, if a deposit of \$2.00 on room rent is made and will be applied on room rent, but in no case will it be refunded if the student fails to occupy the room.

In connection with the Hall there is a dining-room where good board may be had. The price for table board has been

\$3.50 per week, and it is hoped that it will not be necessary to raise the price. In case the high cost of food products makes it necessary to raise the price of board in order to secure the proper quality of board, due notice will be given.

Students who room elsewhere may secure table board at the Hall at \$3.50 per week. Single meals, 25c.

Board bills are to be paid each four weeks in advance.

### TUITION AND FEES

The regular college year is divided into two semesters of 18 weeks each. One-half a semester constitutes a quarter. All tuitions and other fees are payable each quarter in advance.

#### College and Academy

Tuition—College, each quarter .....	\$17.50
Tuition—Academy, each quarter .....	12.50

#### General Fees Required of All Students

Library fee, each quarter.....	\$ .50
Student Activity fee, each quarter.....	1.50
Incidental fee, each quarter.....	1.50

#### Special Fees

##### Laboratory Fees—

Geology, each quarter.....	\$ .75
Psychology, each quarter.....	.75
College Physiology, each quarter.....	.75
College Botany or Zoology, each quarter.....	1.25
College Physics, each quarter .....	1.50
College Chemistry, each quarter .....	3.00
Home Economics, each quarter.....	2.00
Academy Physics, each quarter.....	1.00
Academy Botany or Biology, each quarter .....	.75

#### Music

Piano, Voice, and Violin, one private lesson per week, each quarter (30 minutes).....	\$11.00
Piano, Voice, and Violin, two private lessons per week, each quarter (30 minutes) .....	20.00

Harmony, History, and Theory class lessons, weekly, each quarter .....	4.00
Public School Music, each quarter .....	7.00
Chorus, Vocal Drill, each quarter.....	1.25
Rent of Piano, per quarter, one hour daily.....	1.50
Pipe Organ, each quarter, one lesson per week.....	12.00
Pipe Organ, each quarter, two lessons per week.....	22.00

### Oratory

#### Private Instruction

One private lesson each week, per quarter .....	\$ 7.50
Two private lessons each week, per quarter .....	12.50
Single private lessons (one-half hour).....	1.00

#### Class Lessons

Two class lessons per week, each quarter.....	\$ 3.00
Additional courses (2 hours), each quarter .....	2.50
Physical Culture, three hours per week, each quarter.....	2.50

### Art

#### Private Lessons

One lesson per week, each quarter.....	\$ 6.00
Two lessons per week, each quarter .....	12.00
Elementary Drawing, per hour, per quarter.....	\$ 1.00
Mechanical Drawing, per hour, per quarter.....	1.00
Applied Design, per hour, per quarter.....	1.00

### Graduation Fees

Diploma, Bachelor of Arts .....	\$ 6.00
Diploma, Master of Arts Degree.....	10.00
Diploma, School of Music .....	6.00
Diploma, School of Oratory .....	3.00
Diploma, School of Education .....	2.00

A registration fee of \$1.00 per semester will be charged each student, but this will be remitted to all who register before the close of the second day of the term.

Students carrying less than the regular amount of work will be charged at the rate of \$2.35 per hour in the College, or \$1.25 per hour in the Academy.

Students who are permitted to take more than regular

amount of work will be charged for the same at the rate of \$2.35 per hour for a study in the College and \$1.25 per hour in the Academy.

Ordained ministers and deaconesses, and children of ordained ministers, are granted half rates on regular College and Academy tuition.

### **Student Loans**

The Board of Education of the Methodist Church has established a permanent loan fund to assist worthy students who need financial assistance to complete a college course. Good character and satisfactory school record are requisites in securing the help from this fund. Applications for a loan should be made to Dean J. W. Dickman.

# History and Organization

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I. Among the early pioneers to Northeastern Iowa were Col. Robert Alexander and Mr. Samuel H. Robertson, his son-in-law. For years these men, counselling with other godly pioneers, planned and wrought for a Christian college in this region. Fayette was chosen as the place therefor. Col. Alexander and Mr. Robertson gave the ground, and, in the winter of 1854, the contract was let for the erection of the first building of the institution, to be fifty feet by one hundred, three stories high, and of cut stone. That building, known first as Seminary Hall, and now as College Hall, was in process of erection during the summers of 1855 and 1856, and was completed in 1857. On September 26, 1855, at the session of the Iowa Conference, which then extended over the entire state, Fayette Seminary was made a church school, a new board of trustees, eighteen in number, being elected.

The first term of Fayette Seminary opened January 7, 1857, under the principalship of the Rev. Wm. H. Poor; the second term opened May 28. Mr. Poor having resigned, the Rev. Nathan C. Cornell, a teacher under Mr. Poor, was placed in charge. The first full academic year opened September 17, 1857, with the Rev. Lucius H. Bugbee, A.M., as principal. During the previous two terms nothing but common school work had been done, but now classes in Latin, Greek and other preparatory studies were formed. The first commencement was held on July 15, 1858. At the meeting of the Board of Trustees, held on the same day, the incorporation changed its form to that of Upper Iowa University. The Rev. L. H. Bugbee was elected president during the next summer and on July 21, 1859, was formally inaugurated President of Upper Iowa University. On April 21, 1860, he resigned, and the Rev. Wm. Brush, A.M., D.D., was placed in charge, and in July following was elected president, which position he held till June, 1869. The period during which Dr. Brush was president was one of great difficulties. It covered the period of the Civil War. Nearly an entire company was enlisted



from among the students in 1861, and large contributions of volunteers were made at various times later during the war; and during nearly the entire period he assumed all the financial responsibility of the school.

The Rev. Charles N. Stowers, A.M., succeeded Dr. Brush as president, remaining one year. Byron W. McLain, A.M., who had taught natural science very successfully two years preceding, was made acting president the two years next following. In 1872, the Rev. Roderick Norton, A.M., then pastor at Fayette, was elected president, performing the duties of both positions. The frequent changes of administration were not conducive to growth. President Norton resigned shortly after the opening of the fall term of 1873, and the Rev. John W. Bissell, A.M., then teaching Science, was made acting president, and in June, 1874, was made president.

The outlook was not assuring, but with patient faith and increasing labor he began to build. Slowly, but surely, confidence was gained. The first ten years was a decade of internal growth. Then came a decade of expansion; three buildings were erected; the attendance of students doubled; graduating classes increased sevenfold; able instructors with permanency of tenure characterized the faculty; there was a substantial increase in the endowment, and the college was freed from debt. South Hall was erected in 1884; North Hall, now known as Science Hall, followed in 1887, and the new chapel in 1890. The Christian Associations collected funds and built the gymnasium in 1892.

After twenty-eight years of successful administration, Dr. Bissell yielded the reins in 1899 to the Rev. Guy P. Benton, A.M. Dr. Benton retired from the presidency in 1902, and the Rev. Thomas J. Bassett, D.D., was called to fill the place. In 1905, Dr. Bassett resigned, and Rev. William Arnold Shanklin, A.M., D.D., was elected president. In June, 1909, upon the resignation of President Shanklin to become president of Wesleyan University, Dr. Richard Watson Cooper was elected. In June, 1916, Dr. Cooper was succeeded by Dr. Chauncey P. Colegrove.

The Presidents of Upper Iowa University:

- W. H. Poor, 1857.
- L. H. Bugbee, 1857-60.
- William Brush, 1860-69.
- C. N. Stowers, 1869-70.
- R. Norton, 1872-73.
- J. W. Bissell, 1873-99.
- Guy P. Benton, 1899-02.
- T. J. Bassett, 1902-05.
- W. A. Shanklin, 1905-09.
- R. W. Cooper, 1909-16.
- Chauncey P. Colegrove, 1916- -

The first class to be graduated from the collegiate department of the institution was that of 1862, consisting of Jason Lee Paine and John E. Clough. Since 1857 more than ten thousand students have been enrolled; over seven hundred have graduated from College and have gone out to bless the world.

II. **The Upper Iowa University** is a corporation with the usual powers of a Liberal Arts College conferring degrees.

The Board of Trustees consists of the President of the College, ex-officio, and the regular members who are divided into three classes elected for three-year terms, the term of one class expiring each year. The Trustees are nominated by the Board and confirmed by the Upper Iowa Conference. The Alumni Association has been granted the right to nominate two members each year, which nomination is received by the Board of Trustees and passed upon by them.

The presidents of the Board of Trustees have been H. S. Bronson, thirteen years; Levi Fuller, eighteen years; Elias Skinner, two years; C. C. Parker, one year; John Webb, two years; W. B. Lakin, one year; R. W. Keeler, six years; Bishop C. D. Foss, one year; Samuel B. Zeigler, three years; Quintus C. Babcock, ten years; Charles G. Shade, one year, and N. A. Mershon, four years.

**The Ladies' Professorship Association** is an incorporate body, with power to raise and invest funds for the endowment of a chair of English to be filled by a woman. The officers and membership of the Association will be found in this catalogue.

**The Alumni Association** is an incorporate body composed of graduates of the College of Liberal Arts. It has for its main object the endowment of one or more Chairs in the College. The funds are controlled by a board of three directors, elected for three years. Three members of the Association, together with the President of the College, nominate a person to fill the chair supported by this fund, which is at present the Chair of Biology.

**The Endowment Custodians** is an incorporate body composed of five members elected for a period of five years. The members are selected with special reference to their business qualifications. Their duties are carefully to guard the funds, to see that they are securely invested, to collect and pay all interest to the Treasurer of the Board of Trustees, and to report the condition of the endowment at the annual meeting of the Board of Trustees. At present the Board of Custodians is limited in making loans to farm securities in Iowa, which must be worth twice the amount loaned, exclusive of buildings; and no loan can be made without the consent of three members, and not then if any member objects. The method of control of the College funds is absolutely safe and efficient. Friends may make donations to the endowment with the most perfect assurance that their gift will be zealously guarded and kept intact forever.

We invite those who have funds to invest where they will do good for all time, to write for the plan which has been adopted by this college after many years of experience. Those who have money and property and desire to be relieved of the care and anxiety connected with the investing of the same, can entrust it to the Board of Custodians, who will pay them an annual or semi-annual interest as long as they live, with the understanding that the property belongs to the College at their death, to be kept as a permanent fund.

### **The General Association of Alumni**

J. ARTHUR YOUNG, '11.....	President
MARTHA W. CURRAN, '92.....	Vice-President
NELLIE I. STEVENSON, '05.....	Corresponding Secretary
ELEANOR GARRISON, '12.....	Recording Secretary
J. W. DICKMAN, '88.....	Treasurer
O. W. STEVENSON, '01.....	Director

Term expires in 1919.

F. W. BAKER, '93.....Director

Term expires in '20.

LEO C. STONE, '03.....Director

Term expires in 1921.

F. E. FINCH, '94.....Member Board of Control

### The Fayette Association

MRS. MARTHA W. CURRAN, '92.....President

O. W. STEVENSON, '01.....Vice-President

EDNA M. CARTER, '16.....Secretary

### Ladies' Professorship Association

#### OFFICERS

MRS. JOHN W. DICKMAN.....President

MRS. H. W. TROY.....First Vice-President

MRS. W. C. DENNISTON.....Second Vice-President

MRS. CHARLES P. ESTEY.....Recording Secretary

MRS. E. B. SCOBEY.....Corresponding Secretary

MRS. B. F. SIMONSON.....Treasurer

#### MEMBERS

(In order of seniority of membership)

Mrs. J. W. Bissell; Mrs. A. M. Strong; Mrs. S. B. Warner; Mrs. N. Keasey; Mrs. Luther Waterbury; Miss Abbie Mills; Mrs. A. J. Duncan, M.D.; Mrs. W. A. Hoyt; \*Mrs. H. Sweet; Mrs. J. E. Budd; Mrs. H. E. Hurd; Mrs. J. L. Paine; Mrs. R. J. Miller; Mrs. J. H. Boyce; Mrs. W. F. Boyce; Mrs. William Larrabee; Mrs. T. E. Fleming; Mrs. W. W. Peebles; Mrs. C. P. Estey; Mrs. L. C. Dudley; Mrs. J. W. McLean; Mrs. J. W. Dickman; Mrs. J. D. Parker; Mrs. W. B. Stevenson; Mrs. J. O. Hoover; Mrs. P. H. Alderson; Mrs. G. P. Benton; Mrs. Mary Carpenter; Mrs. W. N. Clothier; Mrs. W. C. Denniston; Miss Helen Jones; Mrs. F. L. Montgomery; Mrs. J. B. Wyatt; Miss Elizabeth Claxton; Mrs. L. S. Forbes; Mrs. A. J. Hensley; Miss May Jones; Mrs. Finley Smith; Mrs. A. E. Bennett; Mrs. H. F. Beyer; Mrs. E. G. Cattermole; Mrs. J. P. Dolliver; Mrs. F. A. Hoyt; Mrs. C. D. Neff; Mrs. G. A. Oliver; Mrs. B. F. Simonson; Mrs. J. E. Wagner; Mrs. Charles Webster; Mrs. J. W. Winston; Mrs. P. R. Woods; Mrs. F. G. Young; Mrs. G. S. Beane; Mrs. H. A. Bender; Mrs. J. H. Budd; Mrs. James Graham; Mrs. W. C. Hilmer; Mrs. J. S. McIntosh; Mrs. T. D. Peterman; Mrs. Vida Smith Brown; Mrs. Q. C. Babcock; Mrs. E. V. Claypool; Mrs. G. C. Fort; Mrs. A. E. Whitney; Mrs. W. A. Shanklin; Mrs. O. C. Cole; Mrs. W. H. Smith; Mrs. John Dorman; Mrs. J. E. Moore; Mrs. F. S. Walker; Mrs. E. B. Scobey; Mrs. Charlotte Horner; Mrs. F. J. Ressler; Mrs. Dean Sweet; Mrs. C. R. Carpenter; Miss Charlotte H. Davis; Mrs. W. H. Klemme; Mrs. F. H. Sanderson; Mrs. Locke Arnold Shanklin; Miss Maray Ar-



nold Shanklin; Mrs. J. R. Caffyn; Mrs. James Claxton; Mrs. N. F. Norton; Mrs. Austin Fox; Mrs. Minnie Shade; Mrs. S. S. Wright; Mrs. B. F. Adams; Miss Jessica E. Magee; Mrs. P. N. Dwello; Miss Adeline Graham; Mrs. Cecelia Elwick; Mrs. Ursula Robinson; Mrs. Myra Carrothers; Mrs. L. H. Turner; Mrs. Mary E. Watson; Mrs. Mary Klemme Ferguson; Mrs. C. A. Douglas; Mrs. M. A. Pooler; Mrs. J. F. Cass; Mrs. T. H. Temple; Mrs. John Doughty; Mrs. Marjory McCrimmon; Mrs. Inez M. West; Mrs. E. A. Crawford; Mrs. R. E. Farrand; Mrs. C. C. Dickman; Mrs. H. W. Dickman; Mrs. R. V. Porter; Mrs. Hattie Robbins; Miss Mary Foxwell; Mrs. A. B. Reif; Mrs. T. J. Durant; Mrs. F. H. Hill; Mrs. Sarah Richards; Miss Mary Hatch; Mrs. B. W. Soper; Mrs. B. Dubbert; Mrs. T. J. B. Robinson; Mrs. Lois Magee Snider; Mrs. W. G. Crowder; Mrs. Jennie Eighmey; Mrs. P. H. Anderson; Mrs. C. E. Smith; Mrs. J. B. Bird; Mrs. E. A. Welden; Mrs. Lucy Wingate; Mrs. Margaret C. Carter; \*Mrs. Della Maltby; Mrs. Ada Reed; Mrs. F. E. Nash; Mrs. Martha Comstock; Mrs. E. D. Hull; Mrs. J. E. Johnson; Mrs. G. H. Kennedy; Mrs. Sarah P. Bailey; Mrs. Lillian McCook; Mrs. Ida E. Ellison; Mrs. Marion Delop; Mrs. Etta Nourse; Mrs. G. O. Clapham; Mrs. Mabel M. Smith; Mrs. F. P. Fox; Mrs. Nettie M. Wesp; Mrs. Eva Moldenhauer; Mrs. Charles Burmaster; Mrs. E. A. Meyers; Mrs. Bessie A. Bellows; Miss Mary C. Anderson; Mrs. F. E. Wager; Mrs. Robert Duncan; Mrs. William Galbreth; Mrs. F. P. Shaffer; Mrs. W. C. Gardner; Mrs. John Ellison; Mrs. Mary Russell; Mrs. J. C. Erb; Mrs. A. E. Conrad; Mrs. Hattie Piper; Mrs. L. N. Greene; Mrs. Chas. Hausner; Mrs. Ada L. Folks; Mrs. E. A. Lang; Mrs. Thomas Gates; \*Mrs. N. J. Ashbaugh; Mrs. A. W. Smith; Mrs. H. W. Troy; Mrs. Grace M. Cook; Miss Alexandra J. Duncan; Mrs. S. B. Lattner; Mrs. H. F. Arnold; Miss M. M. Tutt; Mrs. Belle B. McGoon; Mrs. W. H. Beacom; Mrs. Ida M. Gutches; Mrs. Charles F. Pye; Mrs. A. T. Nierling; Mrs. Louie E. Elwood; Mrs. Flora K. Burling; Miss Hattie McCarthy; Mrs. A. H. Thompson; Mrs. James Davis; Mrs. Anna Young; Miss Lucy Parker; Mrs. A. M. Doughty; Mrs. J. E. Kernahan; Mrs. Martha A. Elphic; Mrs. John W. Shirley; Mrs. A. L. Evans; Mrs. R. F. Shirley; \*Mrs. H. S. Patterson; Mrs. C. Downing; Mrs. Isaac Cunningham; Mrs. Margaret E. Herwig; Mrs. M. E. Geiser; Mrs. Adam Shafer; Mrs. Guy West Wilson; Mrs. D. C. Rathbun; Mrs. Kate A. Hall; Mrs. D. W. Chittenden; Miss Carrie Albee; Mrs. Hugh Scott; Mrs. George Beacom; Miss Vina Ashbaugh; Mrs. Emma Cray Sherwood; Mrs. Mattie E. Smith; Mrs. Marion G. Morehouse; \*Mrs. M. K. Culver; Mrs. J. M. Dorman; Mrs. Nettie Adams; Mrs. Allie B. Stone; Mrs. Leola G. Tracy; Mrs. Nora Graf; Mrs. Elma D. Holbert; Mrs. Gertrude Graves Cole; Mrs. Maary O. Dennis; Mrs. Anna T. Holm; Mrs. John K. Jackson; Mrs. C. J. Pooler; Mrs. Ethel Wayman; Mrs. J. L. Zoller; Miss Minnie A. Reed; Mrs. Fannie Parker Himes; Mrs. C. S. Tireman; Mrs. Myrta C. Burdick; Mrs. Myra Bindenberger; Mrs. W. B. Davis; Mrs. P. S. Banning; Mrs. H. J. Baker; Mrs. M. E. Taylor; Mrs. C. P. Colegrove; Mrs. Mary G.



Hoyt; Mrs. Ida M. Snowden; Mrs. Elizabeth Hoyt Ayer; Mrs. C. A. Moody; Mrs. Charles M. Stuart; Mrs. D. M. Parker; Mrs. W. K. Humphrey; Mrs. R. W. Cooper; Mrs. E. O. Heuse; Mrs. Frank J. Davis; Mrs. William Baker; Miss Jennie Baker; Mrs. H. I. Robinson; Mrs. I. E. Hoogner; Mrs. R. W. Baker; Mrs. Fred E. Finch; Mrs. George S. Hartman; Mrs. R. D. McCarthy; Miss Eleanor Garrison; Mrs. A. F. Dellit; \*Mrs. S. A. Guiles; Mrs. W. E. Butler; Mrs. F. Q. Brown; Miss Alice Probasco; Mrs. Thomas Alderson; Mrs. W. W. Robinson; Mrs. F. W. Court; Mrs. R. O. Woodard; Miss Elizabeth Nichols; Mrs. W. F. Baker; Mrs. Reuben Atkinson; Mrs. N. A. Mershon; Miss Ella Rich; Mrs. Edith Rawson Warner; Mrs. Jennie Howarth Ede; Miss Joan Davis; Mrs. J. W. Crain; Mrs. Samuel Wood Geiser; Mrs. Nora Rathbun; Mrs. J. A. Young; Miss Libbie Harrison; Mrs. A. M. Fellows; Mrs. Fannie Holmes; Mrs. H. E. Rush; Miss Frances T. Grannis; Mrs. Lottie Moore; Mrs. S. N. Garrison; Mrs. M. Trout; Miss Mary Williams; Mrs. W. C. Mongold; Mrs. Agnes Corbitt; Mrs. Frank Swartley; Mrs. J. C. Lewis; Miss Laura Conaway; Mrs. E. C. Cobb; Mrs. A. B. Curran; Mrs. W. C. Van Ness; Mrs. E. C. Clothier; Miss Lylah Tidgwell; Mrs. Stella Sweet Kemmerer; Mrs. Graham Denniston; Miss Frank M. Dorman; Mrs. James Mitchell; Mrs. Mary Bassett; Mrs. Allen Foster; Mrs. Margaret Claxton; Mrs. C. A. Simonds; Mrs. Bessie H. Bishop; Mrs. Clinton Humphrey; Mrs. Harry Humphrey; Mrs. J. W. Oker; Mrs. Roy Fussell; Mrs. J. M. Davis; Miss Edna Borrusch; Mrs. Grant Finch; Mrs. Henry Hettler; Mrs. J. H. Buhlman; Mrs. J. W. Burget; Mrs. Grant Bigelow; Mrs. Chas. Oelberg; Mrs. A. R. Oelberg; Mrs. J. J. Oelberg; Mrs. J. C. Wittenberger; Mrs. S. T. Funk; Mrs. F. A. Kiel; Mrs. F. O. Hillman; Miss Elizabeth Upton; Miss Dora Carter; Mrs. Edna Robbins Gough; Mrs. Mackellar; Mrs. L. M. Strannahan; Mrs. T. W. Potter; Mrs. R. L. Harvey; Miss Janette Bender; Mrs. E. G. Platt; Mrs. E. N. Hartman; Mrs. Richard Otley; Mrs. A. J. Luce; Mrs. W. H. Arnold; Mrs. F. H. Linn; Mrs. Earl Roadman; Mrs. H. F. Schilling; Mrs. M. J. Perry; Miss Marie Robinson; Mrs. W. F. Pfeifer; Mrs. William Kelly; Mrs. F. O. Brown; Miss Lelah Buhlman; Miss Ada Buhlman; Miss Blanche Buhlman; Miss Marguerite Horning; Mrs. Anna Horning; Mrs. Mildred Nafe Kerr; Mrs. W. A. Whitney; Miss Ruth Walker; Mrs. Edna Dorman Lee; Mrs. Ralph Wineger; Mrs. L. E. Burget; Mrs. M. L. Hathaway; Mrs. Peter Jubb; Mrs. M. E. Williams; Mrs. Alice Eaton; Miss Pearl Hartman; Miss Anna Huie; Mrs. Loretta Calkins; Mrs. Sarah Parsons; Miss Blanche Kaiser; Miss Kate Proctor; Mrs. Ina Lockwood; Mrs. Samuel Patterson; Mrs. Hazel Platt; Mrs. Geo. Kernahan; Mrs. Ella Older; Mrs. E. L. Roberts; Mrs. Augusta Baker; Mrs. Chas. Noble; Mrs. Georgia W. Knudson; Miss Edna Carter; Mrs. Allen Carter; Mrs. E. L. Upton; Mrs. M. H. Fussell; Mrs. F. Middlestadt; Mrs. Asa Steggall; Miss Hattie Parker; Mrs. Harriet C. Parker; Mrs. Samuel Manuel; Mrs. Elizabeth Doland; Miss Annie Corbitt; Mrs. Chas. Knight; Mrs. Arlie Bray; Mrs. C. B. Sampson; Mrs. William

Bray; Miss Nellie Smith; Mrs. S. J. Phelps; Miss Ruth Searles; Mrs. Frances Dorman Cook; Mrs. E. C. Fussell; Mrs. H. S. Canfield; Mrs. Grace Burdick; Mrs. Grace E. Finch; Mrs. Edward Belknap; Mrs. Charlotte E. Fox; Mrs. Florence Berns; Mrs. Lafe Smith; Mrs. Amanda Miller; Mrs. Stella B. Stewart; Mrs. J. S. Briggs; Miss Nellie Foster; Mrs. L. Roadman; Mrs. W. H. Fox; Mrs. C. H. Cochran; Mrs. Phoebe Smittle; Mrs. Margaret Husband; Miss S. W. Hetherington; Mrs. Emma Gough; Mrs. Cora L. Aylmer; Mrs. Elizabeth Edgar; Mrs. Sarah E. Mackey; Mrs. A. B. Blunt; Mrs. J. J. McNaul; Mrs. Walter Whiteford; Mrs. J. L. Probasco; Mrs. B. B. Walrath; Miss Maude Goocher; Mrs. D. B. Allen; Mrs. LeRoy Kling; Mrs. Emma Eckert; Mrs. Mary A. Clements; Mrs. Frank Camp; Mrs. E. H. Estey; Mrs. Henry George; Mrs. Ruby Stone Antes; Mrs. Alice Herrick; Mrs. J. Q. Adams; Mrs. E. L. Pritchard; Miss Nora M. Talley; Mrs. C. F. Chambers; Mrs. C. H. Roberts; Mrs. N. S. Schenck; Mrs. Ruel Camp; Miss Mabel Blunt; Mrs. G. S. Lackland; Mrs. J. R. Jensen; Mrs. A. W. Moore; Mrs. Clyde Blunt; Miss Edith Ernst; Mrs. Frank Hobson; Mrs. Frank Morrison; Mrs. Ed Ostrander; Mrs. E. H. Wendland; Mrs. J. R. Kuhens; Miss Amy Richards; Mrs. W. J. Graham; Mrs. Charles Scobey; Mrs. H. P. Hancock; Mrs. Florence Musser; Mrs. Harold Hoyt; Mrs. F. L. Bunton; Mrs. A. J. Gurney; Miss Mary Heiserman; Mrs. Grace Colby; Mrs. D. D. Waterbury; Mrs. Addie Fels; Mrs. Karl Fisk; Mrs. John Riley; Miss R. Rothlisberger; Mrs. W. Trudo; Mrs. Clara Scott; Miss Elsie Davis; Mrs. Cora M. Ryan; Mrs. Katherine Ainsworth; Mrs. Isaac Claxton; Mrs. S. A. Brown; Mrs. Flora Schlick; Miss Inez C. Chapman; Mrs. Mabel Monroe; Miss Sarah Mildred Wilmer; Mrs. Celia S. Berkstresser;

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\*Deceased during the year.

# Degrees

Conferred June, 1918

## MASTER OF ARTS

Norma Smith ..... Fayette

## BACHELOR OF ARTS

Baker, Doris Edna ..... Farley  
Bray, Chalmer G. .... Fayette  
Brown, Paul C. .... Cresco  
Buhlman, Blanche Selena ..... Fayette  
Burget, Thelma Byrle ..... Fayette  
Cooper, David Marvel ..... Greeley  
Dickman, Zinita Elizabeth ..... Sumner  
Elwood, Dale ..... Elma  
Harvey, Walter Robert ..... Fayette  
Jack, Ethel ..... Waucoma  
Julian, Robert ..... Charles City  
Leamon, Naomi V. .... Manchester  
Lewis, Elizabeth May ..... Fayette  
Lockwood, Zenita ..... Fayette  
Lowe, Arthur David ..... Fayette  
Menzel, Raymond G. .... Hazleton  
Moore, Gladys Helen ..... Fayette  
Newcomer, Ella Arlene ..... Fayette  
Prescott, Kenneth E. .... Plymouth  
Snover, Warren Earl ..... Edgewood  
Soule, Leigh W. .... Sumner  
Tidgwell, Lylah Marguerite ..... Elma  
Tiffany A. Ray ..... Monona  
Troy, Helen Maud ..... Fayette  
Upton, Elizabeth Asenath ..... Fayette  
Wells, Elton Dale ..... Strawberry Point

## BACHELOR OF SCIENCE

James Harvey ..... Fayette

## BACHELOR OF MUSIC

Lillian Jeanette Fleming ..... Manchester

## HONORARY DEGREES

### DOCTOR OF DIVINITY

W. C. Cleworth ..... Oelwein  
R. V. Porter ..... Belle Plaine  
G. S. Lackland ..... Denver, Colorado

Edwin F. Lee.....Chaplain U. S. Army, France

DOCTOR OF LAWS

James O. Crosby .....Garnavillo

DEPARTMENT DIPLOMAS AND CERTIFICATES

SCHOOL OF MUSIC

PIANO

Belknapp, Jamie Ray.....McIntosh, S. Dak.

Cook, Lois Clara.....Fayette, Iowa

Jones, Susie Mary.....Lima, Iowa

Kohler, Florence Elizabeth.....Elgin, Iowa

VOICE

Lewis, Elizabeth May .....Fayette, Iowa

SCHOOL OF ORATORY

Baker, Doris Edna.....Farley, Iowa

# Register of Students

In Attendance Between June 10, 1918, and June 12, 1919

## COLLEGE OF LIBERAL ARTS

### SENIORS

Belknapp, Jamie Ray	McIntosh, S. Dak.
Burget, Bernice	Fayette
Colegrove, Marian Emma	Fayette
Curran, Lela Claire	Fayette
Herrick Dorothy	Fredericksburg
Higman, Jessie Blanch	Manchester
Hillman, Floyd Oscar	Maynard
Horning, Marguerite Isabelle	McGregor
Horton, Vincent J.	Lime Springs
Manuel, Samuel Tracy	Fayette
McCann, Hadwin	Fayette
Nagle, Paul Henry	Lime Springs
Opperman, Clara Elizabeth	Strawberry Point
Otley, Mary Florence	Fayette
Paine, Samuel Collins	Fayette
Pratt, Lloyd E.	Manchester
Probasco, Herbert Spencer	Fayette
Reusser, Fred	Elgin
Rueggemeier, Mae Esther	Waukon
Stone, J. Elizabeth	Fayette
Trezona, Lee R.	Little Cedar

### JUNIORS

Barthell, Ruth Jeanette	Waukon
Blakely, Gladys Flora	Norway
Brause, Ivadell Frances	Elgin
Bray, Mila Maretta	Fayette
Brown, Burdette Ellsworth	Fayette
Carrothers, Wilson Wesley	Edenburg, Texas
Dickman, Grant William	Sumner
Gabrielson, Adolph	Duluth, Minn.
Galer, Ray E.	Osborne
Humphrey, Ralph Walter	Fayette
Jerald, Esther Marie	Osage
Keig, Lola M.	West Union
Kimpston, Janet	Fayette
Luce, Edna	Fayette
McNee, Marcia Agnes	Spring Valley, Minn.
Parker, Blythe	Fayette
Probasco, Olive	Arlington
Reusser, Lydia	Elgin



Reusser, Walter C. ....	Elgin
Sargeant, Opal Alma.....	Hayward, Minn.
Simonson, Ruth Jean .....	Fayette
Sinnott, Bessie V. ....	Fayette
Welch, Virgil C. ....	Fayette

## SOPHOMORES

Aubrey, Laura Elizabeth .....	Sumner
Bailey, John Theo. ....	Poplar Bluff, Mo.
Balsley, Mary .....	Osage
Brown, Basil Willis .....	Fayette
Caudle, Olive Edna .....	Fayette
Christian, Sylvan W. ....	Decorah
Cronk, Mildred Vera .....	Fayette
Curran, Lois Jeanne .....	Fayette
Davis, Gladys .....	Fayette
Derfingler, Dwight Leslie .....	Aurora
Dickman, John Milo .....	Fayette
Donat, Mildred Mary .....	Randalia
Farrand, Veylerd Dickman .....	Sumner
Gough, Galal Ray .....	Allison
Gray, Archie Leroy .....	New Hampton
Green, Clifford Merrill .....	Clarksville
Hale, Eva Florence.....	Fayette
Hall, Howard Hoyer .....	West Union
Horton, Joy .....	Calmar
Hurd, Dorothy Elizabeth.....	Hawkeye
Hurmance, Lloyd A. ....	Sumner
James, Mabel Lucile .....	Sheffield
James, Ruth .....	Thornton
Mahuran, Marguerite .....	Center Point
Menzel, Ralph Edgar .....	Hazleton
Morrison, Ervin Alpheus .....	West Union
Nelson, Clayton L. ....	Dubuque
Nus, Celia Marie .....	Arlington
Olson, Eunice Martha .....	Rudd
Parry, Phoebe Anne.....	Lime Springs
Phillips, Franklin Fremont .....	Colesburg
Pierce, Lucia Mira .....	Brazil, Ind.
Platt, Helen Verda .....	Fayette
Smith, Winnifred Hazel .....	Volga City
Stone, Leonora Frances .....	Fayette
Welch, Gladys Marie .....	Arlington
Wesp, Ruth Maurice .....	Fredericksburg

## FRESHMAN

Ainsworth, Raymond L. ....	Arlington
Appelman, Ruth Elizabeth .....	Clermont

Archer, Willard Eugene .....	West Union
Barnes, Clarence Elmer .....	Arlington
Barrett, Mary Jeaneva .....	Fayette
Belding, Leland James .....	Waucoma
Bente, Irving William .....	Elkader
Bills, Claude Ira .....	Fayette
Brause, Phyllis Mildred .....	West Union
Buennecke, Lewis Henry .....	Maynard
Bushnell, Ruth Patterson .....	Sheldon
Carney, Dewey Leroy .....	Fredericksburg
Christian, Carl Benjamin .....	Decorah
Clink, Stewart Eddy .....	Cresco
Colegrove, Donald Ridley .....	Fayette
Creamer, Hezzel Richard .....	Maynard
Darnell, Neva Gertrude .....	Sumner
Derflinger, Charlotte Leona .....	Aurora
Dickman, Lucile Marie .....	Fayette
Dresser, Laurence Eaton .....	Postville
Duncan, Gerald Ralph .....	Edgewood
Elwick, John Harold .....	Conrad
Elwick, Velma Grace .....	Conrad
Elwood, Lucile J. ....	Lime Springs
Evans, Alexander .....	Decorah
Evans, Frank Robert .....	Fayette
Evans, Merle Dan .....	New Hampton
Evers, Verda Louise .....	Colesburg
Falb, George Harry .....	Elgin
Falb, Herbert William .....	Elgin
Falb, Marie .....	Elgin
Finch, Ruth Ellice .....	Fayette
Finch, Collins Axel .....	Hawkeye
Gaide, George Dale .....	Fayette
Gallup, Roe Gilbert .....	Hazleton
Gough, John Benjamin .....	Allison
Greenley, Harold B. ....	Elgin
Haskins, Robert Asa .....	Jesup
Havenstrite, Cecil Burl .....	Fayette
Hench, Lee Owen .....	Britt
Hicks, Merle G. ....	Arlington
Hill, Marjorie .....	Fayette
Hines, Leon Elmer .....	Strawberry Point
Hodson, Vera Belle .....	Osage
Holmes, Dale Clarence .....	West Union
Horton, Myron James .....	Arlington
Hughes, Thelma Luverne .....	Hawkeye
Hummiston, Edgar Niles, Jr. ....	Fayette
Hummiston, Harold H. ....	Fayette
Hyberger, Mavis J. ....	Elma

Ingamells, Kyle Samuel .....	Stanley
Johnson, Oscar Gerald .....	Hazleton
Julian, Marjorie Emma .....	Charles City
Kent, Harold Stuart .....	Waucoma
Klingman, Louis Francis .....	Elgin
Klink, Leslie Ernest .....	Elkader
Knuths, Jay I. ....	Dows
Kruse, Irma Lavina .....	Maynard
Kuhnes, Olive Oleah .....	Fayette
Kuhnes, Zella L. ....	Fayette
Lemka, Raymond Carl .....	Elkader
Lichter, Theodore William .....	Ft. Atkinson
Linn, Isabelle Maurine .....	Sumner
Marshall, George Fremont .....	Stanley
McComb, Harold Miner .....	Randalia
Meierbachtol, Vivian Aurora .....	Springfield, Minn.
Mitzner, Martha Dorothy .....	Colesburg
Morley, Anna Aenolia .....	Lamont
Morris, Emmet L. ....	Calmar
Murphy, William Walter .....	Waucoma
Neuenschwander, Hazel E. ....	Fayette
Oelberg, Harold Francis .....	Lima
Oelke, Carroll Henry .....	Farmersburg
Owens, Mildred .....	West Union
Philips, Gladys .....	West Union
Perry, James Randall .....	Fayette
Reusser, John Lewis .....	Elgin
Roberts, Mabelle Jane .....	Lime Springs
Rowland, Clara .....	West Union
Searls, Ralph George .....	Jesup
Schroyer, Dorothy Jane .....	West Union
Shepard, Donald Ray .....	Fayette
Short, Ronald .....	Hazleton
Shuman, Milton Nathan .....	West Union
Sizer, Alexander Gordon .....	Britt
Smith, Milous Spencer .....	Colesburg
Soule, Eleanora .....	Sumner
Sperry, Milford Kirk .....	Fayette
Speth, Carl .....	Donnan
Stranahan, Merritt Carleton .....	Fayette
Street, Guilford Bartlett .....	Hesper
Stone, Leo Fay .....	Fredericksburg
Taeger, Anna Hilda .....	Decorah
Thompson, Arthur .....	Arlington
Tompkins, Thomas Givson .....	Fayette
Walrath, George Daniel .....	Arlington
Welch, Earl Ellis .....	Oelwein
Williams, Luella .....	Armstrong

Wroton, Cody Emanuel .....	Jesup
Yenny, John Fred .....	Elgin
Young, George Donald .....	Gladbrook

## EXTENSION

Ary, Alice Bessie .....	Guttenberg
Brown, Paul C. ....	Epworth
Cline, Nellie May .....	West Union
Corbitt, Annie L. ....	Fayette
Hogan, Daniel .....	Dubuque
Holmes, Helen M. ....	West Union
Howard, Bessie .....	Strawberry Point
Older, Mildred .....	Fayette
Older, Velma .....	Fayette
Robbins, Francis L. ....	Fayette
Starr, E. J. ....	Allison
Torney, Hazel .....	Riceville
Trezona, Lee R. ....	Little Cedar

## SPECIAL

Carter, Dora L. ....	Fayette
Conaway, Laura .....	Cedar Rapids
Cozzens, Elma .....	Fayette
Garretson, Pearl .....	Fayette
Geiser, Mrs. S. W. ....	Fayette
Huftalen, Mrs. Sarah G. ....	Fayette
Nierling, Shirley .....	Waukon
Probasco, Mrs. H. S. ....	Fayette
Whitford, Marjorie .....	Volga City

## SUMMER SESSION

## COLLEGE

Ammons, Edna Anis .....	Postville
Bancroft, Gladys Leola .....	Delhi
Bartlett, Gladys Amanda .....	Tama
Belknapp, Jamie Ray .....	McIntosh, S. Dak.
Blakely, Gladys .....	Norway
Boleyn, Vena La Vira .....	Volga
Bray, Mila M. ....	Fayette
Brown, Burdette Ellsworth .....	Fayette
Burget, Thelma Byrle .....	Fayette
Butler, Wm. E. ....	Nora Springs
Carter, Edna .....	Fayette
Caudle, Olive Edna .....	Fayette
Cline, Nellie May .....	West Union
Conaway, Laura .....	Cedar Rapids
Cook, Lois Clara .....	Fayette
Cooper, David Marvel .....	Greeley



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Corbitt, Annie L.	Fayette
Craft, Helen Maude	Elgin
Crain, James Willis	Fayette
Crawford, Ruth Rosaly	West Union
Cronk, Mildred	Fayette
Davis, Joan	Fayette
Davis, Gladys	Fayette
Doughty, Carol Jessie	Arlington
Duncan, Gerald Ralph	Edgewood
Finch, Edith	Fayette
Finch, Ruth Ellice	Fayette
Fussell, Alma Isabel	Fayette
Gager, Evelyn E.	Hawkeye
Gough, Galal R.	Allison
Grashorn, Lucile Marie	Paw Paw, Mich.
Gue, Ruth	Lime Springs
Harvey, James MacFarlone	Fayette
Herrick, Dorothy	Fredericksburg
Higman, Jessie Blanch	Manchester
Horning, Marguerite Isabelle	McGregor
Horton, Joy	Calmar
Howard, Bess M.	Strawberry Point
Huftalen, Mrs. Sarah Gillespie	Fayette
Hyberger, Mavis J.	Elma
Hyberger, Pearl C.	Elma
Jones, Nellie Fern	Luana
Kaiser, Blanche May	Fayette
Keig, Lola Marguerite	West Union
Killerlain, Mary	Fayette
Kimpston, Janet	Fayette
Koebring, Martha Elfreda	Waukon
Lane, Nell C.	Masonville
Leebl, James F.	Spillville
Lewis, Elizabeth May	Fayette
Mahuran, Marguerite	Center Point
Maxson, Irma V.	Edgewood
Meade, Harland W.	Elma
Menzel, Ralph Edgar	Hazleton
Meskell, Loretta Marguerite	West Union
Moore, Gladys	Fayette
Noble, Robert Delano	Fayette
Older, Velma	Fayette
Opperman, Clara Elizabeth	Strawberry Point
Otley, Mary Florence	Fayette
Platt, Helen V.	Fayette
Prescott, Kenneth E.	Plymouth
Reusser, Marie	Elgin
Reusser, Fred	Elgin



Reusser, Lydia .....	Elgin
Rosebrook, Irma A. ....	Calmar
Sanders, F. A. ....	Fayette
Schmidt, John F. ....	Fayette
Simonson, Ruth Jean .....	Fayette
Sinnott, Bessie V. ....	Fayette
Smith, Esther .....	Lime Springs
Stone, J. Elizabeth.....	Fayette
Swales, Florence .....	Fayette
Swale, Pearl Flora .....	Hawkeye
Taeger, Anna Hilda .....	Decorah
Tidgewell, Lylah .....	Elma
Tiffany, A. R. ....	Monona
Travis, Marguerite .....	Dubuque
Trezona, Lee R. ....	Strawberry Point
Ware, Lavon Frances .....	Fayette
Webb, Anna .....	West Union
Whipple, Ruth Mildred .....	Fayette
Yearous, Mildred Martha .....	Elgin

### ACADEMY AND COMMERCIAL

Albright, Mary Foxwell .....	Beach, Va.
Allen, Wayland David.....	Arlington
Boleyn, Vena La Vira.....	Volga
Coonfare, Dorothy Eva .....	Strawberry Point
Cooper, Francis Willard .....	Greeley
Davis, William John .....	Lima
Erickson, Palma Elizabeth .....	Decorah
Espeseth, Evelyn .....	Decorah
Evers, Ruby Alice.....	Anthon
Faldet, Palma Clarissa .....	Decorah
Haefner, John .....	Castalia
Hefner, Leo Wayne .....	Monona
Hiams, Henrietta Rebecca .....	Hawkeye
Hron, John Joseph .....	Spillville
Jacobson, Gladys Adella .....	Decorah
Kelly, Glen William.....	Fayette
Kirby, Louis Copeland .....	Mason City
Knight, Dorothy Mae .....	Maynard
Leebl, James F. ....	Spillville
Mackellar, Glen Donald .....	Elgin
Markham, Richard Warren .....	Castalia
McClain, Vella Maye .....	Westgate
Morley, Mabel Ruth .....	Lamont
Muth, Lester Allen .....	Monona
Nordheim, Beatrice Meredith .....	Decorah
Parker, Laurice Daniel .....	Fayette
Reisner, Laura Nettie .....	Hawkeye

Ritchie, Esther Viola .....	Westgate
Sargeant, Angelina .....	Hayward, Minn.
Schulte, Elmer August .....	Elkader
Smith, Milford Charles .....	Grayslake, Ill.
Smith, Theressa M. ....	Fayette
Stevens, Lyle Elmer .....	Chester
Strien, Minnie E. ....	Farmersburg
Strottman, Hulda Christina .....	Readlyn
Stroud, Violet Beatrice .....	Mabel, Minn.
Troy, Horace M. ....	Fayette
Vandersee, Mrs. Elizabeth Gertrude .....	Randalia
Whitemen, Ralph .....	Waucoma
Wilbur, Helen Nancy .....	Elgin

## SUMMER SESSION

### ACADEMY

Beebe, Florence Emmeline .....	Arlington
Benson, Minnie B. ....	Oelwein
Boeckenheuer, Jessie .....	Hawkeye
Boeckenheuer, Ella V. ....	Hawkeye
Broderick, Mary Veronica .....	McGregor
Carney, Eva Marie .....	Hazleton
Clute, Dorothy Ann .....	Greeley
Dayton, Pearl Bird .....	Fredericksburg
Fall, Edna Lee .....	Hazleton
Hron, John J. ....	Spillville
Kurth, Jennie Mary .....	Delhi
Lomen, Agnes .....	Ossian
Matthews, Mabel Ruth .....	Earlville
Muth, Lester Allen .....	Monona
Otters, Clarence Roosevelt .....	Waucoma
Robinson, Paul Sherwood .....	Edgewood
Ross, Hazel .....	Oneida
Shea, Irene Esther .....	Volga City
Stillinger, Blanche .....	Colesburg
Stoskoff, Florell Orseam .....	Prosper, Minn.
Von Sickel, Edna Lucille .....	Maynard
Varner, Jessie Berene .....	Tama
Whitehall, Hazel M. ....	Burt

### NORMAL

Adrian, Yonda .....	Cassville, Wis.
Alderson, Emma .....	Strawberry Point
Anderson, Amanda Idelia .....	Elgin
Baldwin, Louise .....	Fayette
Bancroft, Lola Leith .....	Delhi
Beatty, Florence Clara .....	Elkport
Beyer, Ralph E. ....	Edgewood

Bills, Mildred Besse .....	Fayette
Blair, Jeannette .....	Hopkinton
Boeckman, Angelina Catherine .....	Ossian
Bolsinger, Golda Gladys .....	Colesburg
Brooks, Celia Elizabeth .....	Arlington
Brown, Doris Wilma .....	Fayette
Budke, Celia Marguerite .....	Ft. Atkinson
Chapin, Ruby Augusta .....	Waukon
Cook, Margery M. ....	Elkader
Derflinger, Leona .....	Eurora
Ehlers, Lillian Eleanor .....	Oelwein
Falnes, Lottie Marie .....	Calmar
Flanagan, Ellen Frances .....	Wadena
Flanagan, Genevieve .....	Wadena
Flanagan, Mary .....	Wadena
Foss, Pearl Florence .....	Decorah
Gallager, Ida Emmeline .....	North McGregor
Gestel, Mary Edith .....	Hopkinton
Gestel, Clara Elizabeth .....	Hopkinton
Glaus, Rita Barbara .....	Monona
Goranson, Blanche Edna .....	Manchester
Hackett, Mildred Ruth .....	West Union
Hale, Mildred Ethel .....	Fayette
Halverson, Helena .....	New Hampton
Harms, Matie J. ....	Onslow
Harwood, Helene .....	Strawberry Point
Henderson, Helen Katheryne .....	Castalia
Hendrickson, Henrietta Olivia .....	Decorah
Henrich, Maude Lorene .....	Wadena
Henry, Iva .....	Lima
Holmes, Helen L. ....	Fayette
Horning, Aris Z. ....	McGregor
House, Stella Margraet .....	West Union
Hyde, Alma Gertrude .....	Osterdock
Irvine, Ellen Blanch .....	Randalia
Keleher, Martha Clotilda .....	Elkader
Kimball, Pearl Ethel .....	Elgin
Klingman, Hilda .....	Elgin
Kubish, Ida Genevieve .....	Fort Atkinson
Laabs, Elsie Nora .....	Lansing
Laabs, Olga Maria .....	Lansing
Langaas, Lottie Julia .....	Decorah
Langerman, Isabel Sarah .....	Fayette
Lewis, Wm. W. ....	Quasqueton
Lichins, Mary Edith .....	Arlington
Lydon, Anna Catherine .....	Postville
Mabon, Sybil .....	Randalia
Marston, Hazel .....	Fayette

McDermott, Katheryn Hazel .....	Strawberry Point
McLain, Harriet .....	Fayette
McMahon, Jennie C. ....	McGregor

## NORMAL

Merchant, Hedwig Elizabeth.....	Waverly
Mitchell, Gladys .....	
Moser, Emlalia Anna .....	Ft. Atkinson
Older, Bernice .....	Fayette
Osborne, Florence Mae .....	Osborne
Otteson, Cora Henrietta .....	Decorah
Patterson, Maud L. ....	Elgin
Pinch, Mabel Marguerite .....	Manchester
Pogue, Ruby Fern .....	Edgewood
Pogue, Mabel Eva .....	Manchester
Quitmeyer, Beatrice .....	Arlington
Reese, Elgia Fernn .....	Maynard
Rickey, Vernie Gladys.....	Hazleton
Robbins, Pearl Ethlyn .....	Edgewood
Rose, Mary Gladys .....	Masonville
Schoonover, Bessie .....	West Union
Scobey, Marion Lucile .....	Fayette
Shaw, Daisy Jane .....	Colesburg
Smith, Anna Pearl .....	Arlington
Strickell, Myrtle Mary .....	Hazleton
Stroud, Violet Beatrice.....	Mabel, Minn.
Supplee, Bertha Eberle.....	Burr Oak
Sweet, Helen Elizabeth.....	Fayette
Sylvester, Frances Irene.....	New Albin
Takle, Alma Beatrice.....	Decorah
Talmadge, Gladys Eliza .....	Manchester
Theobald, Alice Frances.....	West Union
Van Sickle, Rhoda Mae.....	Maynard
Vargason, Inez Marie.....	Hazleton
Vine, Elizabeth Myra .....	Decorah
Walrath, Lois Irene .....	Arlington
Webster, Frances Leone.....	Fayette
Whitnable, Elva M. ....	Fredericksburg
Winter, Emilie Louise.....	Canton, Minn.
Womeldorf, Emma Lillian.....	Decorah

## SCHOOL OF MUSIC

## Instrumental

## POST GRADUATE

Benson, Minnie B.....	Oelwein	Hill, Marjorie E. ....	Fayette
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## SENIORS

Curran, Lela Claire.....	Fayette	Parry, Phoebe Anne.....	Lime Springs
Holscher, Laurenæ Selma.....	Earlville	Rueggeumeier, Mae E.....	Waukon
James, Mabel Lucile.....	Sheffield	Schenke, Mabel A.....	Edgewood
McDermott, Katheryn Hazel.....		Stone, J. Elizabeth.....	Fayette
.....	Strawberry Point	Wade, Myrtle G.....	Canton, Minn.
McNee, Marcia Agnes.....			
.....	Spring Valley, Minn.		

## JUNIORS

Albright, Mary F.....	Beach, Va.	Elwood, Lucile Jessie.....	Lime Spgs.
Appelman, Bess.....	Clermont	Gratke, Hanna.....	Strawberry Point
Bushnell, Ruth Patterson.....	Sheldon	Linn, Maurine.....	Sumner
Claxton, Ruth Dubbert.....	Fayette	Platt, Helen Verda.....	Fayette
Cocking, Clara E.....	Edgewood	Sweet, Helen Elizabeth.....	Fayette
Cozzens, Elma J.....	Cole	Walrath, Lois Irene.....	Arlington
Cronk, Mildred Vera.....	Fayette	Whitford, Marjorie L.....	Volga City
Elwick, Velma Grace.....	Conrad		

## PROVISIONAL JUNIORS

Alderson, Emma Helen.....		Scobey, Marion Lucile.....	Fayette
.....	Strawberry Point	Williams, Ethyl Marie.....	
Marjorie Winnifred Hoyt.....	Fayette	.....	North Andover, Wis.

## SUB-JUNIORS

Arthur, Lillian.....	Edgewood	Garretson, Pearl M.....	Guttenberg
Barthell, Ruth Jeanette.....	Waukon	Harwood, Helen.....	Strawberry Point
Bartholomew, Julia.....	Elgin	Hillman, Mabel B.....	Fayette
Belding, Leland James.....	Waucoma	Holbert, Eldred.....	Greeley
Boleyn, Vena La Vira.....	Volga City	Hoyt, Marjorie.....	Fayette
Brause, Ivadell Frances.....	Elgin	Hughes, Thelma L.....	Hawkeye
Brown, Alma Cutler.....	Epworth	Kimpston, Janet.....	Fayette
Christian, Carl.....	Decorah	Kuhnes, Zella L.....	Fayette
Clothier, Richard.....	Fayette	Meyer, Edith.....	Oelwein
Clothier, Robert.....	Fayette	Mouser, Letha.....	Fayette
Colegrove, Catherine.....	Fayette	Nierling, Shirley Naomi.....	Waukon
Curran, Blanche.....	Fayette	Pelleymounter, Genevieve.....	Fayette
Derflinger, C. Leona.....	Aurora	Phillips, Gladys L.....	West Union
Dickman, J. Milo.....	Fayette	Quitmyer, Beatrice B.....	Arlington
Erickson, Palma E.....	Decorah	Reisner, Laura N.....	Hawkeye
Espeseth, Evelyn B.....	Decorah	Stone, Leonora Francis.....	Fayette

## PIPE ORGAN

Benson, Minnie B.....	Oelwein	Collis, Emma.....	Fayette
Claxton, Duth Dubbert.....	Fayette	Gratke, Hanna.....	Strawberry Point

## HARMONY

Albright, Mary Foxwell.....	Beach, Va.	McDermott, Katheryn Hazel.....	
Alderson, Emma Helen.....		.....	Strawberry Point
.....	Strawberry Point	McNee, Marcia Agnes.....	
Appelman, Bess.....	Clermont	.....	Spring Valley, Minn.
Benson, Minnie B.....	Oelwein	Nierling, Shirley Naomi.....	Waukon
Boleyn, Vena La Vira.....	Volga City	Parry, Phoebe Agnes.....	Lime Spgs.
Cozzens, Elma J.....	Cole	Stone, J. Elizabeth.....	Fayette
Curran, Lela Claire.....	Fayette	Wade, Myrtle G.....	Canton, Minn.
Elwick, Velma Grace.....	Conrad	Whitford, Marjorie L.....	Volga City
Gratke, Hanna.....	Strawberry Point	Williams, Ethyl Marie.....	
Hill, Marjorie E.....	Fayette	.....	North Andover, Wis.
James, Mable Lucile.....	Sheffield		



## HISTORY

Appelman, Bess .....	Clermont	Nierling, Shirley Naomi..	Waukon
Curran, Lela Claire.....	Fayette	Parry, Phoebe Agnes...	Lime Spgs.
Elwood, Lucile Jessie...	Lime Spgs.	Platt, Helen Verda.....	Fayette
Gratke, Hanna.....	Strawberry Point	Wade, Myrtle G.....	Canton, Minn.
James, Mabel Lucile.....	Sheffield	Whitford, Marjorie L...	Volga City
McDermott, Kathryn Hazel .....		Williams, Ethyl Marie.....	
	Strawberry Point		North Andover, Wis.
Meyer, Edith .....	Oelwein		

## THEORY

Appelman, Bess .....	Clermont	McNee, Marcia Agnes.....	
Curran, Lela Claire.....	Fayette		Spring Valley, Minn.
Elwood, Lucile Jessie...	Lime Spgs.	Nierling, Shirley Naomi..	Waukon
Gratke, Hanna.....	Strawberry Point	Parry, Phoebe Agnes...	Lime Spgs.
Hill, Marjorie E.....	Fayette	Stone, J. Elizabeth.....	Fayette
James, Mabel Lucile.....	Sheffield	Wade, Myrtle G.....	Canton, Minn.
McDermott, Kathryn Hazel .....		Whitford, Marjorie L...	Volga City
	Strawberry Point		

## SUMMER SCHOOL—1918

## INSTRUMENTAL MUSIC

Alderson, Emma Helen.....		McDermott, Kathryn Hazel.....	
	Strawberry Point		Strawberry Point
Benson, Minnie B.....	Oelwein	Mosser, Ada .....	Greeley
Boleyn, Vene La Vira...	Volga City	Scobey, Marion Lucile.....	Fayette
Derflinger, C. Leona.....	Aurora	Stone, J. Elizabeth.....	Fayette
Harwood, Helene .....		Sweet, Helen Elizabeth.....	Fayette
	Strawberry Point	Talmadge, Gladys E...	Manchester
Kimpston, Janet .....	Fayette	Quitmyer, Beatrice B....	Arlington
Lane, Nell C. ....	Masonville		
Mabon, Sybil A.....	Randalia	Walrath, Lois Irene.....	Arlington

## HARMONY

McDermott, Kathryn Hazel.....		Scobey, Marion Lucile.....	Fayette
	Strawberry Point	Sweet, Helen Elizabeth .....	Fayette

## VOICE

Appelman, Bess .....	Clermont		Spring Valley, Minn.
Colegrove, Marian .....	Fayette	McDermott, Katherine .....	
Colegrove, Donald .....	Fayette		Strawberry Point
Cray, Mrs. J. B.....	Lime Springs	Meierbactol, Vivian .....	
Davis, Leta .....	Fayette		Springfield, Minn.
Erickson, Palma .....	Decorah	Nierling, Shirley .....	Waukon
Gabrielson, Adolf. ...	Duluth, Minn.	Owens, Mildred .....	West Union
Gough, Galal .....	Allison	Opperman, Clars.....	Strawberry Pt.
Hill, Marjorie .....	Fayette	Phillips, Franklin .....	Colesburg
Holscher, Lurt .....	Earlville	Rueggemeier, May.....	Waukon
Hodson, Vera .....	Osage	Soule, Eleanor .....	Sumner
James, Mabel .....	Sheffield	Stone, Lenora .....	Fayette
Kruse, Irma .....	Maynard	West, Ruth .....	Fredericksburg
McNee, Marcia .....		Williams, Ethel...N.	Andover, Wis.

## PUBLIC SCHOOL MUSIC

Appelman, Bess .....	Clermont	Meierbactol, Vivian .....	.....
Herrick, Dorothy .....	Fredericksburg	.....	Springfield, Minn.
Hodson, Vera .....	Osage	Mitzner, Martha .....	Colesburg
Horton, Joy .....	Calmar	Opperman, Clars .....	Strawberry Pt.
Huftalen, Mrs. ....	Fayette	Rueggemeier, Mae .....	Waukon
		Wesp, Ruth .....	Fredericksburg

## VIOLIN

Boleyn, Vena .....	Volga	Horton, Joy .....	Calmar
Colegrove, Catherine .....	Fayette	McDermott, Katheryn .....	.....
Dickman, Lucile .....	Fayette	.....	Strawberry Point
Espeseth, Evelyn .....	Decorah	MacKellar, Glen .....	Elgin
Galrielson, Adolph .....	Duluth, Minn.	Nierling, Shirley .....	Waukon
Hefner, Lee Wayne .....	Monona	Scobey, Vera .....	Fayette
Holbert, Eldred .....	Greeley		

## SCHOOL OF ORATORY—1918-19

Bailey, John T .....	Poplar Bluff, Mo.	Humphrey, Ralph .....	Fayette
Barthell, Ruth .....	Waukon	Hurd, Dorothy .....	Hawkeye
Belding, Leland .....	Waucoma	James, Ruth .....	Thornton
Belknap, Jamie Ray .....	.....	Knuths, Jay .....	Dows
.....	McIntosh, S. Dak.	Knight, Dorothy .....	Maynard
Boleyn, Vena .....	Volga	Kruse, Irma .....	Maynard
Bray, Mila .....	Fayette	Kuhnes, Olive .....	Fayette
Brause, Ivadell .....	Elgin	Luce, Edna .....	Fayette
Brown, Burdette .....	Fayette	Meierbachtol, A. Vivian .....	.....
Burget, Bernice .....	Fayette	.....	Springfield, Minn.
Bushnell, Ruth P. ....	Sheldon	McDermott, Katheryn .....	.....
Carney, Dewey L. ....	Fredericksburg	.....	Strawberry Point
Caudle, Olive .....	Fayette	McNee, Marcia .....	.....
Christian, Sylvan W. ....	Decorah	.....	Spring Valley, Minn.
Colegrove, Donald Ridley .....	Fayette	Mitzner, Martha .....	Colesburg
Colegrove, Marian Emma .....	Fayette	Morley, Ruth .....	Lamont
Carrothers, Wilson Wesley .....	.....	Morley, Anna Aenolia .....	Lamont
.....	Edinburg, Texas	Neuenschwander, Hazel .....	Fayette
Curran, Lois .....	Fayette	Nierling, Shirley .....	Waukon
Curran, Lela .....	Fayette	Olson, Eunice .....	Osage
Darnell, Neva .....	Sumner	Otley, Mary Florence .....	Fayette
Davis, Gladys .....	Fayette	Paine, Samuel Collins .....	Fayette
Dickman, John Milo .....	Fayette	Parry, Phoebe .....	Lime Springs
Dickman, Lucile Marie .....	Fayette	Phillips, Franklin .....	Colesburg
Duncan, Gerald .....	Edgewood	Platt, Helen V. ....	Fayette
Elwood, Lucile J. ....	Lime Springs	Roberts, Mabel .....	Lime Spring
Evans, Alexander .....	Decorah	Reusser, Walter .....	Elgin
Evers, Rubye Alice .....	Anthion	Sargeant, Opal .....	Hayward, Minn.
Evers, Verda .....	Colesburg	Schroyer, Dorothy .....	West Union
Falb, Marie .....	Elgin	Simonson, Ruth .....	Fayette
Farrand, Veylerd D. ....	Sumner	Sinnott, Bessie .....	Fayette
Galer, Ray .....	Osborne	Soule, Eleanor .....	Sumner
Gough, Galal Ray .....	Allison	Sperry, Milford Kirk .....	Fayette
Gough, John B. ....	Allison	Stone, J. Elizabeth .....	Fayette
Hillman, Floyd .....	Maynard	Taeger, Anna .....	Decorah
Holscher, Lorena .....	Earlville	Weimer, Lottie Pebler .....	.....
Horning, Marguerite .....	McGregor	Wesp, Ruth .....	Fredericksburg
Hodson, Vera .....	Osage	Whitford, Marjorie .....	Volga City
Hughes, Thelma .....	Hawkeye	Welch, Gladys .....	Arlington

## SUMMER SCHOOL—1918

Ammons, Edna .....	Postville	Hummiston, Marian .....	Fayette
Bancroft, Leith .....	Delhi	Irvine, Blanch .....	Randallia
Bartlett, Gladys .....	Tama	Keig, Lola .....	West Union
Bray, Mila .....	Fayette	Kelly, Helen .....	Fayette
Broderick, Mayme .....	McGregor	Kelly, Lavon .....	Fayette
Brown, Janice .....	Fayette	Koering, Martha .....	Waukon
Burget, Thelma .....	Fayette	Lane, Nell .....	Arlington
Carvey, Eva .....	Hazleton	Meskill, Lauretta .....	West Union
Caudle, Olive .....	Fayette	Mitchell, Gladys .....	Glencoe, Minn.
Chapman, Ruth .....	Fayette	Platt, Helen .....	Fayette
Chittenden, Fern .....	Fayette	Pogue, Mabel Eva .....	Manchester
Clute, Dorothy .....	Greeley	Reese, Elgia .....	Maynard
Colegrove, Catherine .....	Fayette	Reusser, Marie .....	Elgin
Cook, Lois .....	Fayette	Simmons, Ruth .....	Strawberry Point
Corbitt, Anna .....	Fayette	Simonson, Ruth .....	Fayette
Crawford, Ruth .....	West Union	Sinnott, Bessie .....	Fayette
Finch, Edith .....	Fayette	Smith, Esther .....	Lime Springs
Finch, Ruth .....	Fayette	Supplee, Bertha .....	Burr Oak
Gager, Evelyn .....	Hawkeye	Sweet, Helen .....	Fayette
Gue, Ruth .....	Lime Springs	Taeger, Anna .....	Decorah
Henderson, Helen .....	Clermont	Ware, Margaret .....	Fayette
Henry, Iva .....	Lima	Whipple, Ruth .....	Fredericksburg

## SUMMARY OF ATTENDANCE

June 10th, 1918, to June 12th, 1919

### THE COLLEGE OF LIBERAL ARTS

Seniors .....	21
Juniors .....	23
Sophomores .....	37
Freshmen .....	101
Special .....	9
Extension .....	13
Summer Session 1918, College section only.....	83

287

Deduct names counted twice..... 40

Total number of College students.....—247

### ASSOCIATED SCHOOLS AND ACADEMY

#### The School of Music

Piano, Theory, Harmony, History .....	131
Voice .....	35
Violin .....	12
School of Oratory .....	117
Academy and Commercial.....	61
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450

Deduct names counted twice.....231

Total for Academy and Associated Schools.....—219

Total Enrollment for the School Year.....466





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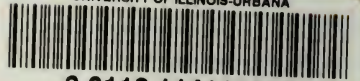








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TELEGRAPH-HERALD, DUBUQUE, IOWA

